Undergraduate Programs

at the University of Massachusetts Boston

CATALOG 2009-2011

UMASS BOSTON

Front cover photo: The UMass Boston campus, with the city's skyline as a backdrop.
Copyright © 2009 by Steve Dunwell. All rights reserved.

Apply online at
www.admissions.umb.edu

For further information, contact
Enrollment Information Services at
617.287.6000, or visit the university's
website at **www.umb.edu.**

Undergraduate Programs at
UMass Boston

Catalog 2009-2011

Fall, 2009

This publication is published by the University of Massachusetts Boston to provide information about the university to persons who work and study at the university, to persons who may be interested in applying for admission, and to parents, teachers, counselors, and the general public. THIS PUBLICATION IS NEITHER A CONTRACT NOR AN OFFER TO MAKE A CONTRACT. While every effort has been made to ensure the accuracy of the information in this publication, the university reserves the right to make changes at any time with respect to course offerings, degree requirements, services provided, or any other subject addressed in this publication. The information in this publication is provided solely for the convenience of the reader, and the university expressly disclaims any liability that may otherwise be incurred.

The University of Massachusetts Boston is an affirmative action/equal opportunity institution and prohibits discrimination on the basis of race, color, sex, age, religion, national origin, sexual orientation, disability, or veteran status in its employment; in the recruitment, admission, and treatment of students; and in its policies and programs, as required by federal and state laws and regulations. All inquiries regarding Title IX of the Educational Amendments of 1972 and/or Section 504 of the Rehabilitation Act of 1973 may be directed to the Director of Affirmative Action, University of Massachusetts Boston, 100 Morrissey Blvd, Boston, MA 02125-3393, 617.287.5180. Inquiries regarding the application of the nondiscrimination policy may also be directed to the Coordinator or the Assistant Secretary for Civil Rights, U.S. Department of Education.

The University of Massachusetts Boston is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

Accreditation by the New England Association indicates that the institution meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one that has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about staff of the school or college. Individuals may also contact the Association at this address: Commission on Institutions of Higher Education, New England Association of Schools and Colleges, 209 Burlington Road, Bedford, MA 01730-1433, 781.271.0022. Their website is NEASC.org

The University of Massachusetts Boston is a member of the Council of Graduate Schools of the United States.

Contents

4 UMass Boston at a Glance

6 Introduction to UMass Boston

14 Academic Calendar, 2009-2011

15 Trustees

15 Administrative Officers

16 Admission

19 Tuition, Fees, and Payments

25 Financial Aid

31 Academic Resources Beyond the Classroom

36 Student Activities and Services

42 Corporate, Continuing, and Distance Education

45 Enriching the UMass Boston Experience: University-Wide Programs and Curricula

63 Overview and Graduation Requirements

72 The College of Liberal Arts

236 The College of Science and Mathematics

292 The College of Management

314 The College of Nursing and Health Sciences

331 The College of Public and Community Service

343 University of Massachusetts Boston Faculty

353 Standards, Regulations, and Procedures

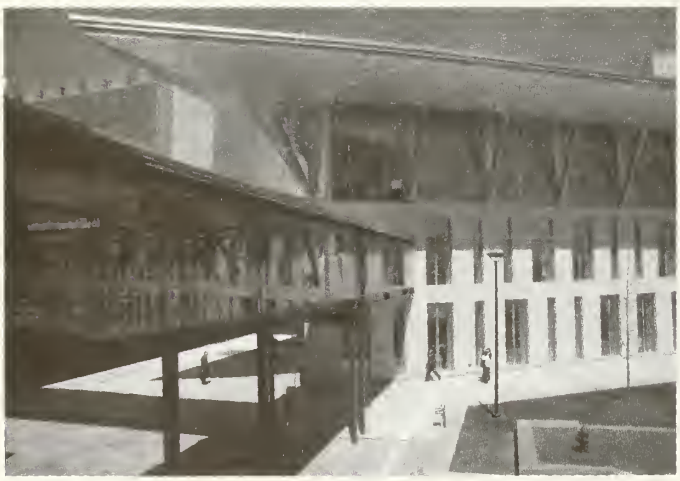
368 Maps and Directions

368 Campus Map

369 Telephone Directory

372 Index

UMass Boston *at a glance*



Profile

UMass Boston is a co-educational, public university of the Commonwealth of Massachusetts offering bachelor's, master's, and doctoral degrees, certificate programs, and corporate, continuing, and distance education.

History

The University of Massachusetts Boston is the second-largest campus in the five campus University of Massachusetts System. The university was founded by the Morrill Land Grant Act of 1863. The University of Massachusetts Boston was founded by the State Legislature in 1964, and merged with the former Boston State College in 1982.

Location

The university is located in Boston, Massachusetts, just three miles south of the city on a peninsula in Boston Harbor covering 177 acres. Our neighbors are the John F. Kennedy Library and Museum and the Commonwealth of Massachusetts State Archives and Museum.

Enrollment for Fall 2008

14,117	Students
10,478	Undergraduates
3,639	Graduate students
40%	Male
60%	Female

Faculty

913	Members
93%	Hold the highest degree in their fields
16:1	Student to Faculty Ratio

Undergraduate Academic Programs

(see inside back cover for listings)

Five Undergraduate Colleges

- Liberal Arts
- Management
- Nursing and Health Sciences
- Public and Community Service
- Science and Mathematics

More than 100 majors, minors, and programs of study

New Matriculating Undergraduate Students for Fall 2008

SAT Scores:	First-time Freshmen: Math 531 average Verbal 519 average
Median age:	First-time: 18 years old Transfers: 22 years old
Enrollment:	First-time freshmen: 1,020 Transfers (new): 1,614

Calendar

- Fall and Spring Semesters
- Optional Winter & Summer Sessions

Degrees Awarded by UMass Boston

Bachelor of Arts ■ Bachelor of Science ■ Master of Arts ■ Master of Business Administration ■ Master of Education ■ Master of Fine Arts ■ Master of Science ■ Doctor of Education ■ Doctor of Philosophy ■ Certificate of Advanced Graduate Study ■ Undergraduate and Graduate Certificates

Accelerated Degree Programs

- The Five Year Bachelor of Arts/MBA Degree
- The Combined BS/MS Degree in Chemistry
- The Combined BA/MA Degree in Applied Sociology
- The Accelerated RN-to-MS Degree in Nursing

Financial Aid

In 2007-2008, more than **87%** of our financial aid applicants were determined to have financial need. In total they were awarded financial aid exceeding **$88.5 million**. The university also awarded over **$9.3 million** in the form of merit scholarships and loans.

School Colors and Athletic Teams

Blue & White ■ The Beacons

NCAA Division III Sports

- Men's Baseball
- Men's and Women's Basketball
- Men's and Women's Cross Country
- Men's and Women's Ice Hockey
- Men's Lacrosse
- Men's and Women's Soccer
- Women's Softball
- Men's and Women's Tennis
- Women's Volleyball

Intramurals

Badminton ■ Basketball ■ Floor Hockey ■ Horseshoes ■ Racquetball ■ Sailing ■ Soccer ■ Squash ■ Tennis ■ Ultimate Frisbee ■ Wallyball

Student Life

More than 100 student organizations, student leadership program, a student newspaper, yearbook, literary magazine, student arts and events council, student-run art gallery, academic and honor societies

Accreditation

The University of Massachusetts is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions range from elementary schools through college institutions offering post-graduate instruction. The College of Management is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The College of Nursing and Health Sciences holds accreditation from the Commission on Collegiate Nursing Education (CCNE). The Graduate College of Education's professional preparation programs are candidates for accreditation by the Teacher Education Accreditation Council (TEAC).

Introduction to UMass Boston

THE UNIVERSITY

A Community of Scholars

The University of Massachusetts Boston is a community of scholars that prides itself on academic excellence, diversity, and service. It is a university serving not only its students, but also the greater Boston community, through scholarship and research in many areas of vital importance to urban life. A public university, UMass Boston was founded in 1964 to provide the opportunity for superior undergraduate and graduate education at moderate cost to the people of the Commonwealth and particularly of the greater Boston area. Today it continues to honor that commitment, offering programs responsive to the particular needs and circumstances of its urban constituency. It is a lively place, where daytime and evening classes go on year round, and where studies in a wide range of disciplines are conducted by a truly distinguished faculty.

At UMass Boston, the second-largest campus in the University of Massachusetts system, over 14,000 students study at the undergraduate and graduate levels, and in its Division of Corporate, Continuing, and Distance Education. With campuses at Amherst, Boston, Dartmouth, Lowell, and Worcester, the University of Massachusetts serves more than 60,000 students and is the largest university system in New England.

Five academic units grant bachelor's degrees at UMass Boston. The College of Liberal Arts offers students opportunities to prepare themselves for all areas of human endeavor and behavior as well as careers in such fields as education, law, medicine, and government. The College of Science and Mathematics helps students prepare for careers in multiple areas of human endeavor dealing with nature and the relationship of nature to life and non-life communities; these areas include the environment, cell biology, biotechnology, green chemistry, computational physics, bioinformatics, computer science, mathematics, and scientific research in general. The College of Management offers academic preparation for professional managerial careers in commerce, industry, government agencies, and other institutions. The undergraduate curriculum of the College of Nursing and Health Sciences leads to the BS degree in nursing and entry into professional practice; the College's Department of Exercise and Health Sciences offers students preparation for careers in health care, and exercise physiology. The College of Public and Community Service prepares students for careers in the social services. In cooperation with these five Colleges and under the auspices of the university's Graduate College of Education, the Teacher Education Program works to provide undergraduates with the opportunity to begin the pursuit of their careers in education.

Despite differences in perspective, the educational programs of all the academic units of the university are similar in principles and requirements. All UMass Boston undergraduates must achieve competence in expository writing and critical thinking. All become familiar with traditional academic disciplines and explore ways of applying those disciplines to their own lives and to the world at large. All prepare themselves, through intensive study in particular fields of learning, for careers or for graduate education. Graduate education at UMass Boston has been an area of dramatic growth over the last decade. The university awards the PhD, the EdD, the Certificate of Advanced Graduate Study, the MA, MBA, MEd, MFA, and MS degrees, and several graduate certificates. It offers graduate programs in thirty different fields, including the central liberal arts disciplines, business administration, clinical psychology, education, nursing, and such new or developing areas of study as computer science, environmental sciences, gerontology, green chemistry, and public policy. Further information about these programs may be found in the university's *Graduate Studies Bulletin*.

Academic Excellence

UMass Boston could neither grow as a university center nor sustain the excellence of its undergraduate programs without relying on the energy, commitment, and intellectual strength of a superior faculty. While the lists of faculty members and their credentials in this catalogue show the distinction of the teaching staff's academic training, these lists can only suggest the faculty's deep involvement in research and scholarship, the extent of their expertise, and the care and innovation they bring to the development of the curriculum. Their ranks include American Academy for the Advancement of Science Fellows, Guggenheim Fellows, Danforth Associates, and a Pulitzer Prize winner.

Program and course descriptions offer a fuller sense of the university's resources. Undergraduates at UMass Boston can choose from more than one hundred areas of study, ranging from accounting to ancient Greek, computer science to creative writing, gerontology to women's studies. There are such traditional disciplines as English, history, mathematics, and physics. There are programs that examine single areas from the perspectives of a variety of disciplines—such programs as those in communication, Latin American studies, and the study of religion. Some programs, such as those in community planning, exercise physiology, and accounting, offer specific preparation for advanced professional training or careers. Undergraduates majoring in a number of different areas may also apply for admission to UMass Boston's University Honors Program, which offers an enriched curriculum and other services to its students. This program was among the first in the state to receive the coveted designation of "Commonwealth Honors Program." The Massachusetts Board of Higher Education confers this title only on those honors programs that meet the Board's rigorous academic standards for university-level honors programs.

It has become increasingly important in the contemporary world to understand other cultures and nations, and to speak their languages. The university is taking several steps to enrich its offerings in fields related to international study, particularly by building stronger relationships between language study and the social sciences, and also by increasing opportunities for study abroad.

At a fine university, scholarship and research are respected, and so is the art of teaching. UMass Boston's faculty members are committed and accomplished teachers: students and their instructors meet in an atmosphere of academic friendship and concern for individual progress. The university's educational programs invite students to join in the excitement of intellectual exploration and to achieve the satisfactions of personal and professional growth. Academic work at UMass Boston is demanding—and rewarding.

An Accessible University

The university believes that a good education should be available to anyone who has the desire and potential for academic achievement. The cost of attending UMass Boston is moderate, and the university makes every effort, through financial aid and part-time employment programs, to bring its offerings within reach of students in need. Most UMass Boston students must schedule their course work with diverse responsibilities in mind—some students study, hold jobs, and raise families all at once. The university therefore conducts classes between 8:30 am and 10:00 pm, and makes no distinction between daytime and evening courses: the same faculty teaches both. The university also enables matriculated students to carry part-time course loads and to switch easily between full- and part-time study. The off-campus program of the Division of Corporate, Continuing, and Distance Education extends

The University

classes outward into the community by offering courses at a variety of off-campus sites in Boston and the suburbs.

To help students get the most from their education at UMass Boston, the university provides a wide spectrum of services, including orientation and placement testing for new students, academic advising, tutorial assistance in specific courses, and career planning. The University Advising Center offers services for all undergraduates, while each college also provides for the needs of its own students. UMass Boston's faculty and staff are committed to helping individual students live up to their academic potential.

Students need not pursue degrees to take advantage of UMass Boston's offerings. Non-degree students can enroll in individual courses where space is available, or earn certificates as "certificate students" by completing one- or two-year sequences of course work in a number of fields through a program of study or a career certificate program. High school students can sample university life, while still in high school, by taking introductory courses at UMass Boston through such programs as Dual Enrollment, Urban Scholars, and Upward Bound.

Many UMass Boston students have families, jobs, or both. The university operates a fully certified Early Learning Center, with separate toddler and preschool programs, to care for young children while their parents attend classes. Many veterans are students at UMass Boston. Through the William Joiner Center for the Study of War and Social Consequences, the university provides a wide array of services responsive to their needs. These services include help with educational benefits through the Office of Veterans Affairs, academic and personal counseling, and tutorial and advocacy services.

The university is committed to providing equal access and auxiliary aids and reasonable accommodations to persons with physical and learning disabilities. For the many students with disabilities, the Lillian Semper Ross Center for Disability Services, the University Advising Center, and the Adaptive Computer Lab work together to provide the accommodations and auxiliary aids students may need to have equal access to education at UMass Boston.

The university was built as a totally accessible campus, and renovations and remodeling efforts have always been in full compliance with the Americans with Disabilities Act (ADA). The Ross Center provides students with sign language interpreting services and assisted listening devices; testing modifications; and a variety of study aids according to their individual needs. The Center also houses peer support clubs and the Council for Students with Learning Disabilities.

Informational admissions seminars are offered weekly at UMass Boston, and the Office of Admissions regularly sends staff members throughout metropolitan Boston to discuss educational opportunities with parents and students. The Admissions Office provides thoughtful counseling, useful information, and prompt admissions decisions to all students interested in attending the university.

Connecting with Other Cultures

Because Boston has a truly international population, the university conducts a program in English as a Second Language to help those who are native speakers of such languages as Spanish, Greek, Chinese, Portuguese, French, German, Japanese, Vietnamese, and the languages of Africa to progress smoothly through the course work of an American university. Special counselors are available to serve the needs of Spanish-speaking students and Vietnamese-speaking students. In addition, the division

of Corporate, Continuing, and Distance Education offers ESL in Boston, which entitles the student to an educational visa status (I-20) while enrolled.

The changing demographics of the US population suggest that to be truly educated and function effectively in a changing world, each of us should be able to understand a wide variety of people and their cultures. The university believes that the explicit study of the diversity of the world's peoples is an essential component of an undergraduate education. UMass Boston has therefore required all undergraduates to take one or more courses that address human diversity as a major theme.

The study of cultural and social groups previously marginalized or ignored in the curriculum is of great value to all students. It strengthens their academic preparation by exposing them to a rich body of scholarship from a wide range of disciplines. Such study also helps them acquire the analytical tools and knowledge they need to understand human diversity in a complex and changing world.

The university's broad definition of diversity includes race, gender, culture (national origin, ethnicity, religion), social class, age, sexual orientation, and disability.

Campus Interchange

As a member of the five-campus University of Massachusetts system, UMass Boston participates in interchanges with the other undergraduate campuses—at Amherst, Dartmouth, and Lowell—which enable students to transfer freely from one campus to another on a temporary or permanent basis as appropriate to their academic needs. And under a restructured President's Office, the university is exploring additional kinds of collaboration that will make resources and programs within the system available to students on every campus. Accordingly, undergraduates at UMass Boston can expect new opportunities for connections with their peers throughout the University of Massachusetts system.

Commuting and Housing

Parking space is available for moderate cost at the campus in outdoor lots. Both the MBTA Red Line and the Old Colony lines of the commuter rail stop at the JFK/UMass MBTA station. Free shuttle buses run between the station and the campus.

The University

The university wants students to be at home at UMass Boston. Many students commute from their home communities, while others utilize the free computerized Housing Referral Service for assistance with finding rental property and/or roommates.

A University with Impressive Facilities

UMass Boston offers fine facilities for learning and relaxation in a handsome array of buildings on a peninsula three miles south of downtown Boston.

The Joseph P. Healey Library

The university library is the tallest building on campus, accessible from the catwalk connecting all college buildings. Superb electronic books and research journals are accessible on campus or remotely via Healey's website (www.lib.umb.edu). All students can search more than 100 online databases in all fields, obtain articles from 75,000 electronic journals, and use electronic books from home or anywhere else.

The library staff is ready, willing and able to assist you throughout the academic year and urges you to remember your Healey Library Service Guarantee: No question will go unanswered! We will endeavor to obtain all of the scholarly materials you need—in a timely fashion and free of charge.

Toward this end, the Healey Library website also provides a catalog listing more than 600,000 book and print volumes on site. The website is also a gateway to an online virtual catalog that offers over 10 million book titles and a total of nearly 30 million volumes (from other UMass libraries and the libraries of Northeastern, Tufts, Wellesley, Williams, Boston University, UConn, and the University of New Hampshire, to mention a few) that are available point-and-click, with online order-tracking and quick turnaround delivery. In addition, students may obtain a library consortium card to check out books from any of the Boston Library Consortium member libraries. Students can also borrow from any of the 28 Massachusetts state sister institutions, and the Fenway Library Consortium libraries.

Online Access and Borrowing Hardcopy

Barcodes are needed to access all library resources on and off campus. Students can obtain a barcode for their university ID by stopping at the circulation desk on the 2nd floor of the library. Online students can contact Library.Circulation@umb.edu for more information on how to get a barcode.

Library staff provides research instruction at the request of faculty. Research guides are available online.

To learn more about library services, visit the library website or contact reference staff by e-mail, phone, or 24-hour online chat:

- E-mail: library.reference@umb.edu
- Phone: 617.287.5940
- 24-hour online chat: www.lib.umb.edu/reference

For the latest information on library hours, please call 617-287-5900.

Research Facilities

University students have access to fine research equipment. The science departments, for example, maintain both teaching laboratories and research laboratories in which students can join with faculty in pursuing full-scale research projects. Biology students can make use of such facilities as electron microscopes and the university's tropical greenhouses and can work at several field stations. Physics students can study in the university's magnetics laboratory or explore the heavens through a telescope housed in an observatory atop the Healey Library.

Computer Connections

Both teaching and research at UMass Boston benefit from the extensive facilities coordinated by the university's Information Technology Services Division (ITSD). ITSD provides a variety of information technology and data communications resources to the UMass Boston community, with network connections in every office and classroom on the campus. The campus network has a fiber-optic backbone with Ethernet-based wiring to the desktop. Multiple transmission facilities are maintained, providing access to the University of Massachusetts private network, and to the Internet. A campus data center houses equipment from Dell, Sun, and Apple. Operating systems provided in this environment include Windows 2000, 2003, XP, Vista, UNIX (various versions), Linux, and Apple OS (Tiger). Students have access to 8 computer labs with more than 250 Dell Optiplex 745 and 21 Apple iMacs, seven days a week. In addition, students with special needs have access to the Adaptive Computing Lab. Various applications such as MS Office, Internet Explorer, SPSS and language learning software are available in the labs. Students may also receive hands-on training in MS Office, Blackboard Learning Management System, and other software that enhances learning.

Campus Center

The Campus Center, opened in March 2004, houses student services and activities, dining facilities, a conference center and function rooms, and academic support services. Students can take advantage of The One Stop for their registration, financial aid, and other enrollment-related needs.

The Clark Center

The Catherine Forbes Clark Athletic and Recreation Center is open to the public, as well as to all UMass Boston students, and provides a large gymnasium accommodating some 3,500 spectators at basketball games and other public events. There is also a hockey rink seating 1,000, and a swimming/diving pool fully equipped for intercollegiate competition. Among the other athletic resources available to UMass Boston students, faculty, and staff

The University

are a fitness center, and special equipment for dance, gymnastics, boxing, wrestling, martial arts, weight training, and therapeutic exercise. Outdoor facilities include playing fields, and an eight-lane, 400-meter running track, as well as a small fleet of sailboats and rowing dories.

Distinguished Neighbors

Sharing the peninsula with UMass Boston is the John F Kennedy Presidential Library, a public institution established to preserve and make available the documents and memorabilia of President Kennedy and his contemporaries in politics and government. The Library building, designed by IM Pei, has become a Boston landmark. The JFK Library shares its impressive archival resources with UMass Boston students and their instructors through a series of educational programs. An equally impressive range of research opportunities is provided by the university's other peninsula neighbor, the nearby Massachusetts Archives and Commonwealth Museum.

A University for Students

UMass Boston has three student publications: *The Mass Media*, a campus newspaper, *The Watermark*, a literary magazine, and *LUX*, a campuswide student magazine. The Harbor Art Gallery is student-operated. Movies, concerts, and other cultural events are presented free or at minimal cost by student organizations. A large number of student organizations are officially recognized by the Office of Student Activities and Leadership. The office's staff administers more than one million dollars in trust funds for student activities, following the recommendations of the Student Senate. Students also share responsibility for the well-being of the university as a whole, serving in the university-wide Student Senate, in governance bodies at individual colleges, and on the university's Board of Trustees.

UMass Boston students can extend their educational experiences beyond the campus in many ways. Students in the College of Public and Community Service pursue field-based learning as part of the college's curriculum; students in the other colleges often participate in cooperative education or internship programs. UMass Boston students can earn credit for study at more than 150 American universities under the National Student Exchange Program. Students who wish to study in other countries and cultures may do so through a wide range of offerings: study abroad and exchange programs, as well as direct enrollment in foreign universities. UMass Boston students are also eligible, with prior approval, to participate in programs offered through other universities, community colleges, and study abroad consortiums.

The University Health Services (UHS), supported by student fees, provide care for students with minor medical difficulties as well as a referral service for those with more serious problems. A health insurance plan is available for medical services not offered on campus. Massachusetts law requires that students be covered either by this university-sponsored plan or by another comparable plan.

Students at UMass Boston can make use of a variety of counseling services offered both through UHS and through other offices at the university. A Campus Ministry offers spiritual resources for members of the Catholic, Jewish, Muslim, and Protestant faiths.

A University Serving Its Community

The research of UMass Boston's faculty contributes significantly to the well-being of metropolitan Boston. Some faculty members explore questions of immediate relevance to urban policy and action, undertaking studies of such problems as arson, the health needs of Boston's black citizens, the effects of social and economic conditions on the mental health of families, and the energy needs of the elderly. The research of others—into the history of Boston's neighborhoods, labor conditions, and family violence in nineteenth-century Boston, for example—also promises to lead to wiser responses to the problems of the city and its environment. Faculty research directly benefits students as well, as it provides opportunities for student learning and service, readying them for the responsibility of active citizenship.

Centers, Institutes, and Special Programs

Public Policy

The John W. McCormack Graduate School of Policy Studies offers a broad range of graduate degrees in public policy, public affairs, conflict resolution, and gerontology. The school teaches students to think and work across traditional boundaries, particularly at the intersection of the public, private, and not-for-profit sectors. Existing research centers focus on state and local policy, social policy, women in politics and public policy, gerontology, media and society, democracy and development, and rebuilding sustainable communities after disasters.

The university's Center for Survey Research plays a major role in the study of regional policy issues. In recent years, this Center's reports on race relations in Boston, drunk-driving laws, and toxic-waste disposal have informed public debate in Massachusetts and other states.

The Massachusetts Office of Dispute Resolution and Public Collaboration (MODR) is a freestanding institute of UMass Boston. MODR builds capacity for conflict resolution and prevention and

The University

facilitates collaboration and consensus building with public entities across the state.

The Graduate College of Education

The Institute for Learning and Teaching at the Graduate College of Education (GCE) works with UMass Boston faculty and with public school teachers, administrators, and parents to improve the quality of elementary, secondary, and post-secondary education in the greater Boston area. The college's Massachusetts Field Center for Teaching and Learning is another valuable resource for the Commonwealth's education community. The center develops activities that involve teachers in school improvement programs at the state and local level, and provides opportunities for professional development. Also within the college is the New England Resource Center for Higher Education (NERCHE), which focuses on critical policy issues in both public and private sector higher education. Through its research projects, conferences, and ongoing seminars, NERCHE provides technical consultation and professional development activities. The Institute for Community Inclusion (ICI) works closely with GCE to develop resources and support for people with disabilities and their families, fostering interdependence, productivity, and inclusion in school and community settings.

Corporate, Continuing, and Distance Education

Other members of the metropolitan Boston community are served by a wide range of non-credit courses offered by the Division of Corporate, Continuing, and Distance Education (CCDE) in such areas as adolescent counseling, alcoholism treatment services, information technology, and others.

The University and the Harbor

A number of university programs focus on nearby Boston Harbor, which is both a community concern and a community resource. The Urban Harbors Institute is a public policy and scientific research institute that conducts multidisciplinary research on urban harbor issues ranging from water quality and coastal resource protection to harbor management and port planning. The institute provides technical assistance and consultation on policy formulation to government, private industry, and community groups whose findings influence public policy locally and abroad. The Environmental, Earth, and Ocean Sciences PhD Program has taken a leading role in working with both government and private industry toward the improvement of water quality in Boston Harbor. Harbor Explorations is a collaborative project involving the Institute for Learning and Teaching. ILT staff work with Boston-area K-12 teachers and their students in a program that includes workshops, a summer institute, curriculum development, and short ocean trips on the Enviro-Lab III, a 50-foot oceanographic research vessel.

UMass Boston in the Community

A number of centers and institutes carry on activities that help connect the university with the wider community of metropolitan Boston and the Commonwealth. The William Joiner Center for the Study of War and Social Consequences carries on a number of activities involving veterans, refugees, and others with particular concerns about the consequences of war. Among these activities is the annual Writers' Workshop, a two-week-long series of readings, seminars, panel discussions, and special events that includes individual consultations with a large number of distinguished writers from UMass Boston and elsewhere.

The William Monroe Trotter Institute for the Study of Black Culture sponsors lectures, research, and public policy forums. Among the institute's published research projects is a six-volume series, The Assessment of the Status of African Americans. Other activities have included fellowships for visiting scholars.

The Mauricio Gastón Institute for Latino Community Development and Public Policy undertakes policy analysis and research. The institute informs policy-makers about issues of concern to the growing Latino community in Massachusetts, and fosters the community's participation in public policy development.

The Institute for Asian American Studies is a center for research and policy analysis on the status and needs of Asian Americans in Massachusetts. The institute also sponsors fellowships and offers a range of educational activities for policy-makers, educators, community organizations, service providers, foundations, the media, and the public.

The Gerontology Institute, part of the McCormack Graduate School, conducts conferences, research studies, and education programs addressing the concerns of the aging. The institute, together with the Gerontology faculty in the College of Public and Community Service (CPCS), is an important resource for the university's pioneer PhD program in gerontology, only the second such program in the country.

The Center for Social Development and Education is dedicated to enhancing the quality of education of children and adolescents, particularly those at risk for failure due to environmental, behavioral, or genetic factors. Their new graduate certificate program aims to help teachers meet the expectations of educational reform in the Commonwealth.

The Institute for New England Native American Studies (INENAS) is a partnership with the Massachusetts Commission on Indian Affairs and the leadership of Native tribes in the six New England states. The goal of the institute is to develop, enhance, and nurture collaborative relationships and projects between UMass Boston and the Native tribes of the region.

Cultural Outreach

UMass Boston is also growing as a cultural center, not only for its students, but also for its surrounding neighborhood and beyond. Lectures, concerts, theatrical presentations, and special festivals regularly bring residents of greater Boston to the university, and UMass Boston students, staff, and faculty members are deeply engaged—as writers, painters, sculptors, actors, dancers, and musicians—in the artistic life of the city.

The university's nationally recognized public radio network, with broadcasting facilities in both the Boston (WUMB FM) and Worcester (WBPR FM) areas, as well as in Falmouth (WFPB FM), Newburyport (WNEF FM) and Orleans (WFPB AM) on Cape Cod, provides folk-based public radio programming for most of eastern Massachusetts from its professional studios at UMass Boston. The station also takes a lead role in organizing and presenting various public musical events and services both on and off campus, notably its Summer Acoustic Music Week, and the annual Boston Folk Festival.

The university's "Arts on the Point" project has brought various three-dimensional pieces of differing styles and sizes to the UMass Boston campus where they are on public display, enhancing the visual ambience of campus grounds and building interiors. The project is spearheaded by UMass Boston Professor Paul Tucker, internationally known for bringing together widely acclaimed and popular exhibits and tours of works by Claude Monet.

The University of Massachusetts Boston is committed to the ideals of public higher education. Through an excellent faculty, innovative programs, and fine facilities, UMass Boston offers its community a multitude of educational opportunities of high quality at moder-

The University

ate cost, and brings the benefits of a major public university to the people of metropolitan Boston and the Commonwealth.

General Education

The university has adopted the set of principles set forth here as the foundation on which its general education program for undergraduates has been built.

Besides providing training to pursue a satisfying career, the undergraduate curriculum at UMass Boston seeks to develop the ability of students to undertake a lifetime of intellectual inquiry and continued learning. To this end, the curriculum emphasizes both depth and breadth of learning. Depth is achieved by completing a major in a particular discipline. Breadth of learning is the aim of general education requirements. To meet—with enthusiasm—the challenges of a complex and changing world, students must develop habits of critical analysis and logical thought, master verbal and quantitative reasoning, understand human diversity, and learn about the principal approaches to knowledge.

Critical Analysis and Logical Thought

The habits of critical analysis and logical thought that are important to all forms of intellectual activity come from frequent consideration of complex problems. These habits can be learned in a wide variety of contexts, ranging from analysis of history to computer programming. Analytical thinking begins with raising and clearly defining issues so as to form answerable questions or testable hypotheses, proceeds through the gathering and evaluation of appropriate evidence, and culminates in the formation of some reasoned conclusion or judgment. Critical analysis must include consideration of alternative or opposing viewpoints. In addition, critical evaluation requires an awareness of the problems of the reliability and relevance of information, and the possible biases of researchers and their sources. An analytical intelligence is also self-critical—always ready to reconsider a hypothesis or revise a conclusion on the basis of new evidence.

Verbal and Quantitative Reasoning

Verbal and quantitative reasoning, at the collegiate level, provides the foundation for intellectual inquiry. Symbols (words, phrases, numbers, graphs) are the vehicles of thought—they enable us to communicate our thoughts, and they also give us the ability to abstract and manipulate simple ideas to form the complex associations and logical sequences that are crucial to analytical thinking. This is why the powers of critical analysis and logical thinking are so closely related to the powers of expression. Many complex ideas cannot be fully formed, tested, or appreciated until they have been given symbolic expression in speech or writing. Reading and listening skills are required to assimilate the many concepts given formal expression in intellectual discourse. The structural principles and procedural rules for symbolic argument, as used in verbal and quantitative reasoning, must be mastered by the educated person.

Human Diversity

Patterns of thought and behavior are derived from human interaction with the natural environment, exchanges among cultures, interaction between social groups and the legacies of social history. In a world growing smaller because of rapid advances in communications, increases in mobility, and changes in life styles and work environments, contact among people of different backgrounds becomes more frequent. The perspective gained from studying human diversity helps us to value the variety of individual and cultural traits we encounter. Learning how different patterns of thought and behavior develop helps us understand the richness and complexity of diversity in our society.

Principal Approaches to Knowledge

Exposure to the principal different pathways to knowledge gives a broad appreciation for the unique perspectives offered by each, and for the relationships between them. Groups of disciplines (for example, the natural sciences) share common approaches to knowledge, with similar intellectual perspectives and similar methods. Intellectual consideration of a particular issue will often require the perspective and methods of a particular pathway to knowledge, as well as critical thinking and the application of verbal or quantitative reasoning. Understanding the different methodological approaches used in each area opens up a wide array of issues for intellectual analysis and discourse.

Objectives

These four major goals of general education give rise to a set of eight objectives, encompassing critical analysis and logical thought, verbal and quantitative reasoning, human diversity, and four principal approaches to knowledge—natural sciences, social and behavioral sciences, arts and humanities, and world languages and cultures. The new general education program, comprising one-third of a student's total curriculum, is designed to meet these objectives.

Objective 1: Students will learn about the procedures of critical analysis and logical thought, with emphasis on disciplined inquiry, including the development of appropriate questions, the evaluation of evidence, and the formation of a reasoned conclusion or judgment.

Objective 2: Students will demonstrate the ability to read and listen critically, and to speak and write effectively.

Objective 3: Students will demonstrate the ability to reason quantitatively and use formal systems to solve problems of quantitative relationships involving numbers, formal symbols, patterns, data, and graphs.

Objective 4: Students will learn about human diversity, including how different patterns of behavior and thought evolve and how development of cultures is influenced by interactions among different social groups.

Objective 5 (Natural Sciences): Students will learn how the laws of the physical and biological world are derived through observation, theory, and experiment. In this age of expanding scientific knowledge and powerful technologies, an educated person should understand the importance of falsifiable hypotheses, the nature of scientific "truth," and the impact of science on society.

Objective 6 (Social and Behavioral Sciences): Students will learn about the nature and development of human behavior and institutions through time, in order to become aware of the complex and ambiguous nature of changing human experience.

Objective 7 (Arts and Humanities): Students will develop an informed appreciation of the arts and humanities, which encompass philosophy, literature, the fine arts, and the performing arts. Students will learn how people have come to understand and express artistic, aesthetic, moral, spiritual, and philosophical dimensions of the human condition.

Objective 8 (World Languages and Cultures): Students will learn how language and culture impose their own structurings of knowledge. This may be achieved through intensive study of unfamiliar cultures, or by the study of a foreign language or foreign literature in translation.

MISSION STATEMENT

UMass Boston's commitment to public higher education and its aspirations for future progress are reflected officially in the University's Mission Statement. The University of Massachusetts Boston, one of five campuses of the University of Massachusetts, is nationally recognized as a model of excellence for urban universities. A comprehensive, doctoral granting campus, we provide challenging teaching, distinguished research and extensive services which particularly respond to the academic and economic needs of the state's urban areas and their diverse populations.

The mission and goals of the campus derive from and reflect the six components of the Vision Statement of the University system as expressed in the Trustees' document T91-107:

1. Access: The University of Massachusetts Boston offers liberal arts and professional programs on the graduate and undergraduate levels, with doctoral programs addressing issues of particular importance to urban environments and people. Our curricula, the way we teach, and our financial and academic support services address the needs both of traditional and nontraditional students, who come to the university from varied social, cultural, and ethnic backgrounds, who may have a variety of previous educational experiences, and who characteristically combine university education with work and family responsibilities.
2. Excellence: The University of Massachusetts Boston addresses the intellectual and professional needs of individual students through class and other educational experiences that encourage dialogue with faculty who are active scholars, performers, and/or practitioners. Our programs reflect contemporary thinking about the disciplines and professions, while honoring the disciplines' and professions' historical contexts. Students benefit from rigorous, specially tailored approaches to fostering gains in abilities and understanding. We seek to distinguish ourselves in four areas of inquiry: the physical environment; critical social and public policy issues; leadership in health, education, and human services; and high technology manpower needs.
3. Public Service: Extending the land grant tradition, the University of Massachusetts Boston forges linkages between research and service, and is forming partnerships with communities, the private sector, government, other colleges and universities, and other sectors of public education. These linkages bring the intellectual, technical, and human resources of the university community to bear on the economic and social needs of metropolitan regions—for example, through public policy analysis and applied problem solving in areas such as environmental quality, city planning, tax policy, the schools, and economic development especially in ethnic and minority communities.
4. Innovation: The University of Massachusetts Boston pursues research and offers programs serving current and emerging needs of urban populations, institutions, and environments, for example, in gerontology, public policy, and environmental sciences. Programs incorporate new knowledge developed through research, new methods yielded by emerging technologies, and insights and opportunities afforded by interdisciplinary, cross-disciplinary and other collaborative enterprises.
5. Economic Development: The University of Massachusetts Boston works cooperatively with metropolitan businesses, major public and private sector employers, representatives of state and local governments, neighborhoods and communities to develop programs to link Massachusetts with economic communities around the world. We offer professional education in areas critical to regional employers, assist state executives in policy analysis and development, and work to strengthen all businesses and local governments through the application of knowledge and expertise and by providing an effectively educated workforce. We conduct research on critical economic issues, e.g., the environment, especially but not solely harbor and coastal aspects thereof; social, public, and fiscal policy. And we offer programs to enhance Massachusetts' participation in the global economic community.
6. Quality of Life: The University of Massachusetts Boston sponsors and supports cultural diversity by helping ethnic and international communities to articulate and celebrate their cultural values and identities, and by recognizing the contributions and achievements of members of these communities. We educate artists, performing artists, writers, archivists, teachers, environmentalists and others whose lifelong contributions will enrich the culture and environment of the urban populace. By the nature of our enterprise and through our normal activity, we contribute to the rich and diverse cultural life of a major American city.

Academic Calendar, 2009-2011

Fall Semester, 2009

Labor Day (Holiday)	September 7	(Mon)
Classes Begin	September 8	(Tue)
Add/Drop Ends	September 15	(Tue)
Columbus Day (Holiday)	October 8	(Mon)
Registration for Winter/Spring 2010 Begins	November 2	(Mon)
Pass/Fail Deadline	November 12	(Thu)
Course Withdrawal Deadline	November 12	(Thu)
Veterans Day (Holiday)	November 11	(Wed)
Thanksgiving Recess	November 26-29	(Thu-Sun)
Classes Resume	November 30	(Mon)
Classes End	December 14	(Mon)
Study Period	December 15	(Tue)
Final Exam Period	December 16-22	(Wed-Tue)
Emergency Snow Day	December 23	(Wed)

Wintersession, 2010*

Classes Begin	January 4	(Mon)
Martin Luther King Day (Holiday)	January 18	(Mon)
Classes End	January 22	(Fri)
Emergency Snow Day	January 23	(Sat)

Spring Semester, 2010

Classes Begin	January 25	(Mon)
Add/Drop Ends	February 1	(Mon)
Presidents Day (Holiday)	February 15	(Mon)
Spring Vacation	March 13-21	(Sat-Sun)
Classes Resume	March 22	(Mon)
Registration for Summer 2010 Begins	March 29	(Mon)
Registration for Fall 2010 Begins	April 5	(Mon)
Pass/Fail Deadline	April 8	(Thu)
Course Withdrawal Deadline	April 8	(Thu)
Patriots Day (Holiday)	April 19	(Mon)
Classes End	May 12	(Wed)
Study Period	May 13-16	(Thu-Sun)
Final Exam Period	May 17-21	(Mon-Fri)
Memorial Day (Holiday)	May 31	(Mon)
Commencement	TBA	

Summer Session, 2010*

Summer Session #1	June 1-July 15	
Bunker Hill Day (Holiday)	June 17	(Th)
Independence Day (Observed)	July 5	(Mon)
Summer Session #2	July 19-August 26	

Fall Semester, 2010

Labor Day (Holiday)	September 6	(Mon)
Classes Begin	September 7	(Tue)
Add/Drop Ends	September 14	(Tue)
Columbus Day (Holiday)	October 11	(Mon)
Registration for Winter/Spring 2011 Begins	November 1	(Mon)
Pass/Fail Deadline	November 11	(Thu)
Course Withdrawal Deadline	November 11	(Thu)
Veterans Day (Holiday)	November 11	(Thu)
Thanksgiving Recess	November 25-28	(Thu-Sun)
Classes Resume	November 29	(Mon)
Classes End	December 14	(Tu)
Study Period	December 15	(Wed)
Final Exam Period	December 16	(Thu)
Emergency Snow Day	December 23	(Thu)

Wintersession, 2011*

Classes Begin	January 3	(Mon)
Martin Luther King Day (Holiday)	January 17	(Mon)
Classes End	January 21	(Fri)
Emergency Snow Day	January 22	(Sat)

Spring Semester, 2011

Classes Begin	January 24	(Mon)
Add/Drop Ends	January 31	(Mon)
Presidents Day (Holiday)	February 21	(Mon)
Spring Vacation	March 12-20	(Sat-Sun)
Classes Resume	March 21	(Mon)
Registration for Summer 2011 Begins	March 28	(Mon)
Registration for Fall 2011 Begins	April 4	(Mon)
Pass/Fail Deadline	April 7	(Thu)
Course Withdrawal Deadline	April 7	(Thu)
Patriots Day (Holiday)	April 18	(Mon)
Classes End	May 11	(Wed)
Study Period	May 12-15	(Thu-Sun)
Final Exam Period	May 16-20	(Mon-Fri)
Commencement	June 3	(Fri)

Summer Session, 2011*

Summer Session #1	May 31-July 13	(Tu-W)
Bunker Hill Day (Holiday)	June 17	(Fri)
Independence Day (Observed)	July 4	(Mon)
Summer Session #2	July 18-August 25	(Mon-Thu)

** classes run Monday-Friday except for holidays*

Trustees

Trustees of the University

Robert J. Manning, Chair

James J. Karam, Vice Chair

Ruben J. King-Shaw, Jr., Vice Chair

Lawrence F. Boyle

Jennifer C. Braceras

Matthew E. Carlin

Edward W. Collins, Jr.

John A. DiBiaggio, DDS

Tamara Endich, Student Trustee, UMass Dartmouth

Kristin Gerson, Student Trustee, UMass Worcester

Philip W. Johnston

David Koffman, Student Trustee, UMass Lowell

Aleksandar Kulenovic, Student Trustee, UMass Boston

Richard J. Lawton

Kenneth A. Macafee

Lindsay McCluskey, Student Trustee, UMass Amherst

Kerri Osterhaus-Houle, MD

Janet D. Pearl, MD

Paul Reville, Secretary of Education, Commonwealth of Massachusetts

Henry M. Thomas

Stephen P. Tocco

Administrative Officers

University of Massachusetts

Jack Wilson, PhD President

University of Massachusetts Boston

J Keith Motley, PhD
Chancellor

Winston E. Langley, PhD
Provost and Vice Chancellor for Academic Affairs

Ellen M O'Connor,
MBA Vice Chancellor for Administration & Finance

Darrell C Byers, BA
Vice Chancellor for Institutional Advancement

DeWayne Lehman
Director of Communications

Kathleen Teehan, MPA
Vice Chancellor for Enrollment Management

Patrick K Day, MEd
Vice Chancellor for Student Affairs

Charlie Titus, BA
Vice Chancellor for Athletics, Recreation and Special Programs

Donna Kuizenga, PhD
Dean, College of Liberal Arts

Andrew J Grosovsky, PhD
Dean, College of Science and Mathematics

Carol L Colbeck, PhD
Dean, Graduate College of Education

Philip L Quaglieri, PhD
Dean, College of Management

Greer Glazer, PhD
Dean, College of Nursing and Health Sciences

Carroy (Cuf) Ferguson, PhD
Interim Administrator, College of Public and Community Service

Stephen Crosby, JD
Dean, McCormack Graduate School of Policy Studies

Theresa A Mortimer, PhD
Vice Provost for Academic Support Services

Dirk Messelaar, EdD
Dean, Division of Corporate, Continuing, and Distance Education

Daniel Ortiz, DA
University Librarian

Anne Scrivener Agee, PhD
Vice Provost for Information Technology and Chief Information Officer

University of Massachusetts Amherst

Robert C. Holub, PhD
Chancellor

University of Massachusetts Dartmouth

Jean F MacCormack, EdD
Chancellor

University of Massachusetts Lowell

Martin Meehan, MPA, JD
Chancellor

University of Massachusetts Worcester

Michael F Collins, MD
Chancellor

Admission

ADMISSION

Each year, the University of Massachusetts Boston seeks to enroll a diverse and talented incoming undergraduate class. Consideration is given to the depth and rigor of each candidate's academic program, academic motivation and achievement, and progress from one year to the next. Students who have earned strong grades in rigorous high school or college programs and who have demonstrated strong writing and math skills, as evidenced by their grades, their essay and standardized exams, are the most successful in our admissions process. UMass Boston students represent an extraordinary range of backgrounds, talents, and interests, yet they all share an extraordinary desire to learn. Many of our students come straight from high school. Many others transfer from two-year or four-year universities or colleges.

The University of Massachusetts Boston complies with the admissions standards outlined in the Massachusetts Board of Higher Education Admissions Standards Policy. This policy stipulates that state universities and colleges, when evaluating a candidate for admission as a freshman, must recalculate the high school GPA based on all college preparatory, honors, Advanced Placement and International Baccalaureate courses. This weighted grade point average (GPA) along with an SAT/ACT sliding scale is used. When evaluating a candidate for admissions as a transfer, the university must consider the GPA calculation based on non-remedial transferable course credit earned. ***Meeting these minimum admissions standards does not guarantee admission,*** since a ***wide range of additional factors influence the admissions decision.***

UMass Boston offers undergraduate degree programs through the Colleges of Liberal Arts, Science and Mathematics, Management, Nursing and Health Sciences, and Public and Community Service. Students are asked to select a major within one of these colleges and admission decisions are granted based on the requirements established by that college.

Students will be reviewed for admission as soon as their application is complete and a decision will be released on a space-available basis (with the exception of nursing applicants, who will be notified between March 1 and April 1).

In reviewing applications we look at the following factors:

Academic Performance: We seek to enroll freshmen who are well prepared for college and who have consistently earned strong grades in standard college preparatory courses and challenging high school courses (honors, Advanced Placement, International Baccalaureate) in the following areas: four years of English, three years of mathematics, three years of science including two laboratory sciences, two years of social science including one of U.S. History, two years of a single foreign language, and two years of electives in the arts and humanities, or Computer Science. Likewise, we seek to enroll transfer students who demonstrate the ability to perform well in a challenging university or college setting and who have demonstrated consistent academic achievement over time.

Performance on Standardized Tests: Although academic performance in high school is the most important factor in our admission process, we also consider scores earned on the SAT I or ACT exam. While we do have minimum requirements based on the college you are entering, the majority of students to whom we offer admission have earned competitive scores. We use the highest individual scores earned on either exam in making our admission decision. Applicants who have been out of high school for more than three years are not required to submit SAT I or ACT test results.

Essay: All applicants are required to submit a 500-word essay responding to one of the essay questions listed on the application. The questions are designed to help us learn more about you while allowing us to assess your writing ability.

Recommendations: While we require only one letter of recommendation from all students, you may want to consider submitting more, as they can provide us with an objective view of your academic performance, your ability to start and complete a task and your ability to work with others, all of which are factors that relate to joining our university community.

Traditional Freshman Applicants have graduated from high school within the past three years and have not enrolled in any college courses after graduation. Students are advised to submit complete credentials as soon as possible after the first marking period of their senior year and to submit a final high school transcript confirming graduation.

Non-traditional Freshman Applicants have been out of high school for more than three years. They need not submit SAT I or ACT scores. They must, however, submit an official high school transcript or GED score report along with such supporting documents as a current resume and letters of recommendation.

Transfer Applicants are those who have attended other post-secondary institutions, regardless of the number of credits earned. All prior academic records are relevant to the admissions process. Transfer applicants should have official copies of transcripts for all courses completed at other colleges and universities sent directly from the registrar's offices at those institutions to the UMass Boston Office of Undergraduate Admissions.

UMas Boston considers transfer students based on a review of all their college academic work. Several academic majors and programs have specific requirements for transfer students but, in general, a minimum 2.5 GPA is required.

For more information on the transfer credit process, please see "Transfer of Credit" under "Academic Regulations" in the "Standards, Regulations and Procedures" section.

International Applicants are those who are neither citizens nor permanent residents of the United States and who must meet certain special requirements. Submission of the separate international application, along with all required documents, by the established deadline is mandatory. The Test of English as a Foreign Language (TOEFL) is required of all applicants who come to us from a non-English–based educational system. SATI or ACT test results must be submitted for all students who graduated within the last three years.

Joint Admissions Applicants are students who are currently enrolled at one of the 15 Massachusetts state community colleges, Dean College or Quincy College. To fulfill the conditions of the agreement, students must earn an associate of arts degree (or associate of science in biology from BHCC) in a designated degree program with a minimum 2.5 cumulative GPA. Each student is required to sign up for the Joint Admissions program at their two-year college and must complete and submit the Intent to Enroll Form to UMass Boston by the established deadline for his or her chosen semester. Although the admission decision is based on the applicable two-year college course work, applicants must still submit official copies of transcripts from all courses completed at any and all colleges and/or universities they have attended.

For more information on the transfer credit process, please see "Transfer of Credit" under "Academic Regulations" in the "Standards, Regulations and Procedures" section.

MassTransfer (beginning fall 2010) integrates and replaces the Commonwealth Transfer Compact, Joint Admissions, and the Tuition

Admission

Advantage Program. The MassTransfer policy for community college students who complete designated associate degrees applies to students who matriculate in or after fall 2009 at a Massachusetts community college. The MassTransfer policy for any student in the Massachusetts public higher education system who completes the MassTransfer Block will apply beginning fall 2010, regardless of initial date of enrollment. Please visit the Department of Higher Education website at www.mass.edu for additional information.

For more information on MassTransfer, please see "Transfer of Credit" under "Academic Regulations" in the "Standards, Regulations and Procedures" section.

A UMass Boston student may appeal a decision regarding the awarding of transfer credit to the associate vice chancellor for enrollment management. Appeals will be reviewed in consultation with the appropriate academic department or college and/or the Admissions and Registrar's Offices.

Tuition Advantage Program, available only through the Joint Admissions Program, is offered to students who have attended one of the 15 Massachusetts public community colleges, and who have completed their associate's degree with a 3.0 GPA or higher. These students may receive a waiver for one-third of UMass Boston's in-state tuition rate for up to four semesters simply by maintaining a GPA of 3.0 or higher. The tuition discount applies only to state-sponsored courses.

New England Board of Higher Education Regional Student Program: UMass Boston participates in the New England Board of Higher Education's Regional Student Program (RSP), which enables New England residents to enroll at reduced tuition rates in out-of-state public colleges and universities in the New England region. These reduced rates apply to degree programs that are not available at any public institution in the student's own state. For additional information, contact the Office of Undergraduate Admissions, or visit www.umb.edu/admissions/undergraduate/ rsp.html

Matriculated, Non-Degree and Certificate Students

Undergraduate students at UMass Boston are classified as matriculated (degree-seeking), non-degree (non-matriculated), or certificate students.

Matriculated Students must first submit an application for admission to the Office of Undergraduate Admissions and be admitted before being classified as degree seeking. A matriculated student may switch between full-time status (12 credits or more per semester) and part-time status (fewer than 12 credits) without difficulty. Matriculated students may attend classes either during the day or in the evening. Matriculated students may not switch to non-degree status until they have graduated.

Non-degree (Non-matriculated) Students enroll in courses on a space-available basis without being admitted to the university. Registration for individual non-degree courses does not in any way confer current or future matriculated status. Non-degree students who wish to become matriculated students must complete the application process (Transfer Applicants) as described above.

Non-degree students register for courses through The One Stop—our administrative student service center. Financial aid is not available to non-degree students. They may take all courses in which space is available and for which they meet the prerequisite requirements. They may carry full- or part-time course loads. They are subject to different retention standards, however, than matriculated students. For more information, see the "Standards, Regulations, and Procedures" section of this publication.

Certificate Students take a specific sequence of courses, usually over one or two years, in order to earn a certificate in a chosen area of study. Applications for admission to any program of study and/or certificate program in the College of Liberal Arts or the College of Science and Mathematics are available at The One Stop. Applications for admission to any special career certificate program in the College of Public and Community Service are available at the academic center sponsoring that program or at The One Stop. All applications must be submitted to the appropriate program director.

Certificate students may enroll on either a full- or part-time basis. In general, the standards, regulations and procedures applicable to matriculated students also apply to certificate students; and students of some certificate programs are eligible to apply for financial aid. For more information see the "Standards, Regulations, and Procedures" section of this publication, or the sections about the individual colleges. International students on a student visa are not permitted to register as either a non-degree or certificate student. Immigration regulations prohibit such status.

Applying for a Second Undergraduate Degree

Persons holding an undergraduate degree from another institution who wish to earn a second undergraduate degree from UMass Boston must submit an application for undergraduate admission. A minimum of thirty (30) credits toward this second degree must be earned at UMass Boston.

Persons holding an undergraduate degree from UMass Boston who wish to earn a second undergraduate degree from UMass Boston must submit a special application for second degree, available at The One Stop (located in the Campus Center, UL level).

Summer Sessions

UMass Boston students may earn credits toward their degree by taking courses offered by the university during the summer. The variety is wide, and course offerings are chosen with the needs of students in mind. For further information, see the "Division of Corporate, Continuing and Distance Education" section of this publication, or contact the division at 617.287.7900.

Visiting Campus

Campus visits and group informational sessions with an admissions counselor are scheduled throughout the academic year. Attending such a session is not required, but is encouraged for new applicants. To inquire about the schedule, contact our Enrollment Information Services at 617.287.6000.

We look forward to receiving your application.

Tuition, Fees, and Payments

TUITION AND FEES, 2009

Important Reminders

Your registration is not final until your bill is paid in full. For a small fee, deferred payment arrangements can be made. Such arrangements, however, must be made before the semester begins. Information about this option is available at the Bursar's Office at 617.287.5350. No other deferred payment plans are available. Adjustments in tuition and/or fees stated or estimated in this document may be necessary, based on the financial requirements of the university, changing costs, state and legislative action, or other circumstances. The university also reserves the right to make such adjustments as may from time to time be required by the Massachusetts Board of Higher Education or the University Board of Trustees. Students acknowledge this reservation by submitting an application for admission or by registering for classes.

Tuition, application, and the education operations fee are charged at different rates for residents and non-residents of Massachusetts. Prospective students should be sure to refer to the information under "Residency Status" at the end of this section.

Undergraduate Tuition and Non-State Course Fee per Semester	per credit	12 or more credits (max.)*
• Residents	$71.50	$857.00
• Non-residents	$406.50	$4,879.00
Combined Mandatory Fee (see page 21 for an explanation)	per credit $27.00	12 or more credit (max.)* $323.00
Education Operations Fee**	per credit	12 or more credits
• Residents	$343.80	$4,125.50
• Non-residents	$516.40	$6,196.50
Optional Fees per Semester for Degree-seeking Students***		
Mass PIRG		$6.00
Mass Media Fee		$15.00
One-time Fees Charged to All Degree-seeking Students***		
New Student Fee (one-time charge for each program; see page 21 for an explanation)		$345.00
Yearbook/Commencement Fee	$195.00	
Identification Card Fee (paid once each year)***		$10.00
International Student Fee per Semester (for International Students Only)***		$50.00
Health Insurance for All Degree-seeking Students		
Student Health Insurance Plan (Please see note for more information)		$1,550.00 for academic year $650.00 for Spring '10

*Please note: Some UMass Boston courses are offered both through the university's Colleges and through the Division of Corporate, Continuing, and Distance Education (CCDE), a self-supporting component of the university. All courses registered through the Division of Continuing Education Program (CCDE) are separate, and additional charges to the student will apply.

**Please note: These fees vary with the number of credits taken.

***Please note: These fees do not vary with the number of credits taken.

Note for Certificate Students: Tuition, fees, and billing procedures for certificate students are the same as for matriculated students, unless otherwise noted.

Note for Non-degree Students: Non-degree students pay as they register. They are not billed for the optional Mass PIRG fee or Mass Media Fee, but may elect to pay this fee at the time of registration. Non-degree students are not charged the one-time Combined New Student Fee, Commencement, and Recreation Fees, but are charged a Registration Fee of $50.00 and Registrar's Service Fee of $10.00 each semester.

Note on Health Insurance: Under the provisions of the Massachusetts Universal Health Insurance Statute, students taking at least nine credits who choose not to be covered by the university's medical insurance plan must show that they already have equivalent coverage. This regulation applies to matriculated students. Students are charged the fee for the Health Insurance Plan once a year. Information on pro-rated refunds for students withdrawing from the university, or not registering for the spring semester, is available from the Bursar's Office. For complete information, see the Health Services entry in the "Student Activities and Services" section of this publication.

A reduced fee is available for spring semester and summer enrollment. For the most up-to-date information, please visit the university's student services website at www.umb.edu/student.

Non-State Course Fee

While preserving the high quality of the university's academic offerings, some previously state-supported courses are now being funded by other means. The total costs for these courses are equivalent to the tuition and fee charges for resident students in state-funded courses. The only difference to the student is that these costs appear on the student's bill as a separate charge designated "Non-State Supported Course Fee." Students are charged for a maximum of twelve credits, regardless of course funding source.

Tuition and Fees, 2009

Initial Expenses

Application Fee

Each application for admission to the university from a student seeking a degree must be accompanied by a non-refundable application fee payment of $40.00 for "qualified" Massachusetts residents; $60.00 for non-residents. Checks should be made payable to The University of Massachusetts Boston, and sent to the Office of Undergraduate Admissions along with completed application forms.

Tuition and Fees, Initial Semester

Tuition and fees (as of Fall, 2009) for undergraduate matriculated and certificate students newly admitted to the university and registered for 12 or more credits total $5,315.50* for residents of Massachusetts, $11,408.50* for non-residents, and $11,508.50 for international students with visas. These totals include fees (except lab fees) that are mandatory for first-semester matriculated students.

Explanation of Charges

The Massachusetts Board of Higher Education and the University Board of Trustees determine all charges.

Tuition (in-state rate)

As a state institution, the University of Massachusetts Boston offers a low rate of tuition to all students entering from the Commonwealth. Eligibility for admission under the low residential rate is determined according to a policy established by the Board of Trustees and detailed under "Residency Status" at the end of this section.

Education Operations Fee

The Education Operations Fee supports the university's educational programs and academic services. The tuition and educational operations fee combined are equivalent to tuition costs at private institutions. Students seeking employer reimbursement for this fee can obtain a letter from the Bursar's Office describing the purpose of the fee and how the proceeds apply toward full educational expenses.

Combined Mandatory Fee

The Student Services Fee supports programs, activities, and campus facilities beneficial to students, including the following: student email and communications, student computing and technology, recognized student organizations and the activities of the University Cultural Events Committee; University Health Services and its wellness programs; the university's intercollegiate and intramural athletics program; and the Campus Center operations.

One-Time Fees Charged Only to New Degree-Seeking Students

Combined New Student Fee: The Combined New Student Fee supports the following: (1) orientation, advising and registration activities; (2) the university's athletic facilities and recreational programs; (3) services provided by the Registrar's Office, including self-service technology for grades and transcripts and lifetime access to transcripts and other official records.

Yearbook/Commencement Fee: In the year of his or her graduation, each student is assessed a Yearbook/Commencement Fee that supports commencement exercises and publishing the annual yearbook. Other students can also receive the yearbook if they choose to pay this fee.

Identification Card Fee

The Identification Card Fee is used to support the cost of making identification cards (with photographs); all continuing students are charged this fee each fall, and all new or re-entering students are charged the fee before the first semester of attendance.

Optional Fees

Charges for optional fees appear on the bills of matriculated students. If you choose not to pay optional fee charges, you must notify the university before payment is due. The MassPIRG Fee supports the Massachusetts Public Interest Research Group, a student-interest advocacy group. The Mass Media Fee provides sustained funding for the operating costs of UMass Boston's student newspaper.

Health Insurance

The Student Health Insurance Plan provides coverage for health, medical, and surgical care during a twelve-month period, including injuries or illness sustained during the school year, holidays, and summer vacation. Students who register for the fall semester have only one opportunity to enter or reject this program each year. However, the plan is offered to new spring registrants, as well, and the charges appear on the spring semester bills. Dependents of married students are not covered under this plan, though coverage for dependents is available at additional cost. Students interested in this coverage should inquire at University Health Services.

Tuition Surcharge for Credit Hours in Excess of Degree Requirements

Under the tuition surcharge policy mandated by the Massachusetts Board of Higher Education, students who earn more than 118% of the required credits needed for graduation will be required to pay for any additional credits at the out-of-state rate. At UMass Boston this surcharge will be assessed to students registering for courses that will bring them above 141 graduation credits. There are three exceptions to this policy:

- Students who transferred to UMass Boston are exempt.
- Transfer credits completed after enrolling at UMass Boston are excluded from the total number of credits earned.
- Credits earned for programs requiring more than 120 credits are excluded.

For further information, contact the Registrar's Office at 617.287.6200.

PAYMENT INFORMATION

The Bursar's Office

Location: fourth floor of the Campus Center. Telephone: 617.287.5350. Teller hours: weekdays, 8:00 am to 6:00 pm Mon to Thu; 8:00 am to 4:00 pm Fri.

The Bursar's Office handles payments of tuition and fees, and distributes refunds or university financial aid checks. Checks may be picked up in person at the Bursar's Office. You must present a valid UMass Boston student ID or driver's license when you pick up your check.

Payment Method

Payments may be made by check or money order. MasterCard, Discover, and American Express card payments may be made online only on the Bursar website, www.umb.edu/students/bursar.

Payment Policy

The University will not recognize your registration as final until all semester charges have been paid in full. Charges are computed based on the number and type of courses for which you are registered. Initial bills are sent in July (for fall) or December (for spring) to all pre-registered students.

Late registrants are billed after the registration period. Non-degree students must pay in full at the time of registration. Follow-up billings will be made monthly, reflecting any additional charges, payments, or credits that have occurred within the semester period. Each student must pay all charges in full prior to the due date indicated on the initial bill to avoid late charges or cancellation of registration and financial aid.

University regulations prohibit final registration, graduation, or granting of credit for any student whose account with the university is unpaid. If your account becomes delinquent, an administrative hold is placed on your records. Your bill must be paid in full prior to any readmission or reinstatement to the university. Unpaid accounts will be referred for collection action, to include collection costs of 25% added to the outstanding bill. All outstanding accounts must be placed with the State Comptroller for collection through the Massachusetts Intercept Program.

Financial Aid and Third Party Awards and Payments

It is the responsibility of all students receiving financial assistance to assure that the University is adequately notified before bills are prepared. For all third party awards/payments, proper written authorization from the source must be submitted by the due date on the bill.

Late Payment Fee

Any student who does not make full payment of his or her charges by the due date specified on the bill in which the charges are initially listed will be required to pay a late payment fee of $100.00. Please note: This charge is cumulative. An additional $50.00 will be assessed on each subsequent bill until payment is received.

Late Registration Fee

The registration period for any given semester is usually scheduled to take place near the end of the preceding semester. Continuing matriculated students and certificate students should register during this period; those who do not will be charged a late registration fee of $50.00. For new, readmitted, or non-degree students, the deadline for registering before being charged the $50.00 late registration fee is the last day of the registration period scheduled at the beginning of the semester during which they wish to take courses.

Tuition and Fee Refunds

A student who voluntarily withdraws from the university for any reason before the sixth week of a semester will be granted a refund or reduction of tuition and some fees according to the schedule below. Note: Failure to attend does not constitute withdrawal. To withdraw, a student must bring a completed withdrawal form to the Registrar's Office. Matriculated students in the College of Liberal Arts, the College of Science and Mathematics, and the College of Management should obtain these forms from the University Advising Center. CNHS students should go to the College's undergraduate program director; students at CPCS should go to the CPCS Office of Academic Affairs. Non-degree students should obtain withdrawal forms from The One Stop, Upper Level, Campus Center.

After the registration period, no refunds will be given for course load reductions. Students withdrawing completely from the university before the sixth week of a semester, and receiving grades of "W" for all courses, will receive refunds. No refunds will be disbursed in other cases where grades of "W" are given. No refunds will be given in cases where academic credit is awarded, or in cases where grades of "NA" are given.

If a financial aid recipient withdraws from the university, his or her refund will first be applied to the reimbursement of scholarship or loan funds (up to the full amount of the scholarship or loan); any remaining amount will then be refunded to the student or parent. A student who is suspended or expelled from the University for disciplinary reasons forfeits all right to a refund. The application fee, and the Combined New Student Fee required of new students are not refundable. A student who has not paid in advance must still pay the amount which remains due after the charges are reduced. These rules and regulations shall apply to the classification of students at the University of Massachusetts as Massachusetts or non-Massachusetts students for tuition purposes.

Refund/Reduction Schedule*

	Amount Refunded If Advance Payment Has Been Made	Amount Owed If No Payment Has Been Made
A. Before the beginning of the semester	100%	0%
B. Within the first two weeks of the semester	80%	20%
C. During the third week	60%	40%
D. During the fourth week	40%	60%
E. During the fifth week	20%	80%
F. After the fifth week	no refund	100%

*Does not apply to CCDE or Summer Session refunds.

RESIDENCY STATUS

The following rules and regulations apply to the classification of students at the public institutions of higher education as Massachusetts or non-Massachusetts residents for tuition and fee purposes.

Part I. Definitions

1.1 "Board of Trustees" shall mean the Board of Trustees of an institution.

1.2 "Continuous attendance" shall mean enrollment at an institution for the normal academic year in each calendar year or the appropriate portion or portions of such academic year as prescribed by the Board of Trustees or under its authority.

1.3 "Eligible person" shall mean a U.S. citizen, lawful immigrant, permanent resident, or holder of another legal immigration status, who has satisfied the durational residency requirement and can demonstrate his/her intent to remain in Massachusetts.

1.4 "Emancipated person" shall mean a person who has attained the age of 18 years and is financially independent of his or her parents, or, if under 18 years of age, (a) whose parents have entirely surrendered the right to the care, custody, and earnings of such person and who no longer are under any legal obligation to support or maintain such person; or (b) a person who is legally married; or (c) a person who has no parent. If none of the aforesaid definitions applies, said person shall be deemed an "unemancipated person."

1.5 "Institution" shall mean the public college or university at which any person is or seeks to be enrolled as a student.

1.6 "Proof of Emancipation" shall be demonstrated through submission of evidence including, but not limited to:

(a) Birth certificate or any other legal document that shows place and date of birth; (b) Legal guardianship papers—court appointment and termination must be submitted; (c) Statement of the person, his or her parent(s), guardian(s), or others certifying no financial support;(d) Certified copies of federal and state income tax returns filed by the person and his or her parent(s); (e) Copies of applications for federal financial aid; or (f) Where none of the foregoing can be provided, an affidavit of the emancipated person in explanation thereof and stating fully the grounds supporting the claim of emancipation.

1.7 "Parent" shall mean

a) the person's father and mother, jointly;

b) if the person's father is deceased, the person's mother; if the person's mother is deceased, the person's father;

c) if a legal guardian has been appointed by a court having jurisdiction, the legal guardian;

d) if neither the father nor mother is living and no legal guardian has been appointed, the person who then stands in loco parentis to the person;

e) if the father and mother are divorced, separated or unmarried, the parent who has been awarded legal custody of the person; or, if legal custody has not been awarded, the parent with whom the person lives.

With respect to any adopted student, the word "adoptive" should be inserted before the words "father" and "mother" wherever used.

1.8 "Reside," "residency," or "resident" shall mean "domicile," i.e., a person's true fixed and permanent home or place of habitation, where he or she intends to remain permanently.

Part II. Classification

2.1 For the purpose of assessing tuition and fees, each student shall be classified as a "Massachusetts resident" or a "Non-Massachusetts resident." At the University and the state colleges, an eligible person shall be classified as a Massachusetts resident if he or she (or the parent of an unemancipated student) shall have resided in the Commonwealth of Massachusetts for purposes other than attending an educational institution (including a private educational institution) for twelve months immediately preceding the student's entry or reentry as a student. At the community colleges, a person shall be classified as a Massachusetts resident if he or she (or the parent of an unemancipated student) shall have resided in the Commonwealth of Massachusetts for purposes other than attending an educational institution (including a private educational institution) for six months immediately preceding the student's entry or reentry as a student.

2.2 Physical presence for this entire twelve-month or six-month period need not be required as long as the conduct of an individual, taken in total, manifests an intention to make Massachusetts his or her permanent dwelling place. However, residency is not acquired by mere physical presence in Massachusetts while the person is enrolled in an institution of higher education.

Part III. Determination of Residency

3.1 Proof of Residency

a) Each case will be decided on the basis of all facts submitted with qualitative rather than quantitative emphasis. A number of factors are required for residency to determine the intention of the person to maintain permanent residence in Massachusetts. No single indicium is decisive. The burden of proof rests on the student seeking classification as a Massachusetts resident.

Residency Status

b) The following shall be indicia of residence:

1) For unemancipated persons, the residency of parents, having custody, within Massachusetts;

2) Certified copies of federal and state income tax returns;

3) Permanent employment in a position not normally filled by a student;

4) Reliance on Massachusetts sources for financial support;

5) Possession of a Massachusetts high school diploma;

6) Continuous physical presence in Massachusetts during periods when not an enrolled student;

7) Military home of record; and

8) All other material of whatever kind or source which may have a bearing on determining residency.

3.2 Eligibility

a) The following individuals shall be eligible for in-state tuition:

1) Any person who is registered at an institution as a Massachusetts resident shall be eligible for continued classification as a Massachusetts resident for tuition purposes (until attainment of the degree for which he or she is enrolled) during continuous attendance at the institution.

2) The spouse of any person who is classified or is eligible for classification as a Massachusetts resident is likewise eligible for classification as a Massachusetts resident. This provision will not apply in the case of a spouse in the United States on a non-immigrant visa.

3) A person who is a lawful immigrant or permanent resident of the United States is eligible to be considered for Massachusetts residency for tuition purposes provided that he/she meets the same requirements for establishing residency in Massachusetts as are required of a United States citizen. Non-citizens who are in (or who are eligible to apply and who have applied for) refugee/asylum status are likewise eligible to be considered for Massachusetts residency for tuition purposes provided that they meet the same requirements for establishing residency in Massachusetts as are required of a United States citizen. All non-citizens must provide appropriate United States Citizenship and Immigration Services documentation to verify their status.

4) Those students whose higher education pursuits are funded by the Department of Institutional Assistance, the Massachusetts Rehabilitation Commission, or any of the other Commonwealth of Massachusetts public assistance programs.

5) A member of the Armed Forces of the United States who is stationed in Massachusetts on active duty pursuant to military orders, his or her spouse and dependent children. A person does not gain or lose in state status solely by reason of his or her presence in any state or country while a member of the Armed Forces of the United States.

6) Full time faculty, professional staff, and classified staff employees of the public higher education system and their spouses and dependent students.

b) A person having his or her residency elsewhere than in Massachusetts shall not be eligible for classification as a Massachusetts resident for tuition purposes, except as herein provided.

Part IV. Appeals and Reclassification

4.1 Reclassification: A student may at any time request the institution to reclassify him or her as a Massachusetts resident if the factual basis for his or her classification as a non-resident has changed. To do so, the student shall submit a "Residency Reclassification Form" to the appropriate office of the institution for its review and final classification as a resident or a non-resident student.

4.2 Appeals: A student or applicant may appeal the institution's final decision to deny his or her classification (or reclassification) as a non-resident by filing an appeal through the appeal process established by the institution. The decision on appeal is final and may not be appealed further.

4.3 Tuition Deadlines: All deadlines for the payment of tuitions, fees, and other financial obligations to the institution remain in force during the pendency of any request for reclassification or any appeal.

4.4 Retroactive Effect: Any change in a student's classification as the result of a request for reclassification or an appeal will be retroactive only to the beginning of the semester during which the institution makes the final decision to reclassify the student.

Part V. Penalties

Misrepresentation in or omission from any evidence submitted with respect to any fact which, if correctly or completely stated, would be grounds to deny classification as a Massachusetts resident, shall be cause for exclusion or expulsion from or other disciplinary action by the institution.

Part VI. Miscellaneous

6.1 Each institution may adopt supplementary rules governing any procedures, deadlines, and related matters appropriate for the implementation of this policy.

6.2 The provisions of this policy shall apply to the classification of a student as the resident of any New England state for purposes of determining his or her eligibility for tuition benefits through the New England Board of Higher Education.

Financial Aid

GENERAL INFORMATION FOR UNDERGRADUATE STUDENTS

The purpose of financial aid is to provide assistance in meeting the basic costs of higher education. The university administers aid from the federal and state governments, from UMass Boston, and from private organizations and donors. In 2007-2008, over 73% of full-time undergraduates received financial aid totaling over $64 million.

The university's financial aid programs are specifically directed at helping students with academic potential and limited financial resources who would not be able to complete their education without the support of such programs.

Financial aid is usually awarded in "packages" which combine several forms of aid. The package may include scholarships, grants and waivers, which are gifts; loans, which must be paid back with interest; and work-study awards, through which students receive hourly wages for working at on- and off-campus jobs.

Some aid is offered specifically on the basis of need; other programs are based on academic achievement, public service, or other qualifications. Need-based financial aid programs are administered by the university's Office of Financial Aid Services. Other types of aid, not based on financial need and described in a separate section below, include certain loan programs, tuition waivers for specific categories of students, and several scholarship programs.

Although international students are not eligible to receive financial aid offered through the Financial Aid Office, there are types of aid for which international students may qualify. Examples include alternative loans, graduate assistantships, private scholarships, and on-campus employment.

NEED-BASED AID

Through the Office of Financial Aid Services the university works as a partner with students and their families to eliminate economic barriers to the extent that funding and program regulations allow. Please note that each aid program has specific eligibility requirements: a student may be eligible for some kinds of aid and not for others.

- All matriculated students who are US citizens (or eligible non-citizens) are encouraged to apply for need-based financial aid. Undergraduates carrying fewer than twelve credits or the equivalent may be awarded aid at less than the full rate for which they would otherwise be eligible. A minimum of six credits or the equivalent is required for most aid programs: Exceptions include the Massachusetts Grant, for which the minimum is twelve credits or the equivalent, and the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work Study, State Access Grant, Fee Grant and Tuition Waiver Programs, for which students who are less than half time may qualify under certain circumstances.
- Students who are not residents of Massachusetts are encouraged to apply for federally-funded need-based aid programs, and for certain other aid programs as specified in individual program descriptions. Non-resident students are not eligible to receive aid through Massachusetts state-funded programs, although they may be eligible to receive state aid from their home state.
- Some certificate students may qualify for certain need-based financial aid programs.

Through the application process, students learn whether they are eligible for particular aid programs, and, if they are eligible, the kinds and amounts of aid for which they qualify. The process is designed to give the Office of Financial Aid Services the information needed for making equitable awards. The process works properly when applicants cooperate by following instructions, providing information requested, and meeting deadlines.

Entering students may obtain an admissions application packet including information about financial aid by calling the Enrollment Information Service at 617.287.6000.

Information and application forms are available for all students from The One Stop Administrative Service Center on the Upper Level of the Campus Center. Hours: Monday through Thursday, 8:30 am to 6:00 pm; Friday, 10:00 am to 4:00 pm.

Note: All students applying for need-based financial aid must be considered fairly and equally, without regard to race, color, sex, age, religion, national origin, sexual orientation, disability, or veteran status. Students are encouraged to take advantage of the services offered by the Office of Financial Aid Services. If you are uncertain about your eligibility, apply for financial aid.

A complete list of other student rights and responsibilities in connection with financial aid may be found in the "Standards, Regulations and Procedures" section of this publication.

Financial Aid Application Process and Priority Filing Dates

Applying for need-based financial aid includes

- Completing the Free Application for Federal Student Aid (FAFSA). The FAFSA can be completed on line at: www.FAFSA.ed.gov. General information about federal government financial aid programs can be found at: www.ed.gov/studentaid.
- Supplying other information requested by the Office of Financial Aid Services.

Need-Based Aid

The application for financial aid is generally available by January 1 for the academic year starting the following September. Priority filing dates are as follows:

- New students who have a complete and accurate FAFSA on file by March 1 can expect to have a Financial Aid Notification by April 1. Likewise, students who will be entering the university in the spring semester and have a complete and accurate FAFSA on file by November 1 can expect to have a Financial Aid Notification by December 1. Continuing student awards are processed following a review of each student's academic performance for the prior year.

How Awards Are Made

Determining and Meeting the Student's "Need"

Although the university may in some instances provide a substantial amount of aid, students and their families are always expected to make a contribution as well. For this reason, both the student's and the family's earnings, savings, and assets are considered in the awarding of financial aid.

Each student's financial need is determined according to a formula called "Federal Methodology," which establishes uniform criteria for evaluating a family's ability to finance higher education based on the information provided on the FAFSA. Federal Methodology follows a standard set of procedures in measuring the relative financial strength of the family, considering such family resources as income, equity in property (other than the primary place of residency), and savings, in order to determine how much the family reasonably can be expected to contribute toward the student's education. The result of these calculations is the Expected Family Contribution (EFC), which is used to determine the amount to be awarded in federal, state, and campus-based aid. A student's financial need is defined as the difference between the student's cost of attendance (including tuition and fees, an allowance for room and board expenses, books and supplies, and transportation costs) and the EFC.

Other kinds of resources considered in making these awards include (but are not limited to) social security and veterans' benefits. In meeting need, several factors come into play. Initially, the Office of Financial Aid Services must consider the total amount of financial aid funds available and the estimated number of students eligible to receive those funds. The Office then follows two general rules: First, student needs are met to the fullest extent allowed by the funds available. Second, funds are distributed as equitably as possible. The Office of Financial Aid Services cannot guarantee that it will be able to meet a student's total "need" or that the package it offers will include the particular kind of aid desired by the student.

Cost of Attendance

As part of the process to determine the amount of financial aid for which students are eligible, the Office of Financial Aid Services has established "estimated expense budgets" based on the average estimated costs of attending UMass Boston. The Office of Financial Aid Services therefore reviews student expense budgets each year to arrive at fair estimates. Since the undergraduate student population is composed of people with differing living situations, the Office uses a variety of budget categories for undergraduates. Sample budgets appear below.

Sample Estimated Expense Budgets, 2009-2010

Expenses (Academic Year)	In-State, At-Home Undergrad, Full-Time	Out-of-State Away-from-Home Undergrad, Full-Time
Tuition and Fees*	$10,611	$22,797
Room and Board Allowance	2,000	7,000
Books and Supplies	800	800
Personal Expense Allowance	1,150	1,150
Transportation	1,100	1,100
Totals	**$15,661**	**$32,847**

Available Aid

The following need-based student aid programs for undergraduates are administered directly or indirectly by the Office of Financial Aid Services.

Federal Financial Aid Programs

Federal Pell Grants assist low-income undergraduates in meeting the basic costs of attending college. For 2009-2010, the grants range from $488 to $5,350, depending on eligibility. All undergraduates applying for need-based financial aid through the FAFSA are automatically applying for Pell Grants.

Academic Competitiveness Grant (ACG): This is a grant from the federal government and is available for Federal Pell Grant recipients pursuing their first undergraduate degree in their first and second year of study. In addition to being a Federal Pell Grant recipient, students must meet the following eligibility criteria:

- be a U.S. citizen or eligible noncitizen
- be enrolled in a degree program
- have completed a rigorous high school program of study, as determined by the state or local education agency and recognized by the U.S. Secretary of Education
- have a minimum cumulative GPA of 3.0 to receive an award for the sophomore year of study
- demonstrated financial need

If sufficient funds are not available for all eligible students in an award year, the U.S. Department of Education may reduce the annual award amounts. For more specific information on the rigorous high school program of study, refer to federalstudentaid.ed.gov.

SMART (Science and Mathematics Access to Retain Talent) Grant: This is a grant from the federal government and is available to Federal Pell Grant recipients pursuing their first undergraduate degree in their third or fourth year of study in a degree program in one of the following academic fields:

- computer science
- critical foreign language
- engineering
- life science
- mathematics
- physical science
- technology

In addition, students must meet the following eligibility criteria:

- be a U.S. citizen or eligible noncitizen
- be enrolled in an eligible degree program

Need-Based Aid

- have a cumulative GPA of 3.0 or higher each term
- demonstrate financial need

If sufficient funds are not available for all eligible students in an award year, the U.S. Department of Education may reduce the annual award amounts. For more specific information on eligible degree programs, refer to federalstudentaid.ed.gov.

Federal Supplemental Educational Opportunity Grants (FSEOG) are awarded to students who have the highest demonstrated financial need: priority is given to Pell Grant recipients. Awards generally range from $200 to $2,000 depending on available funds and the number of eligible applicants.

Federal Perkins Loans are awarded to assist students who have demonstrated financial need. Students sign promissory notes and pass a federally mandated Perkins examination prior to the loans being applied to each student's university bill. The loans are to be repaid at 5% interest starting nine months after graduation, when enrollment is less than half-time status, or at termination of enrollment. Awards range from $500 to $4,000 depending on available funds and the number of eligible applicants.

The Federal Work-Study Program (FWS) provides help to students through earnings from employment. Under the work-study program, students are employed at designated jobs on or off campus. Students may work while school is in session and during vacations, intersession, and the summer. Many departments and offices at the university employ work-study students throughout the year. Students may also be able to secure jobs with certain agencies off campus. Students earn awards through hourly employment; funds are paid directly to the student.

The Federal Direct Subsidized Loan Program provides funds directly from the U.S. Government and is designed to help students who demonstrate financial need. Students apply for these loans through the FAFSA. Repayment starts six months after graduation, at termination of enrollment, or when the student's course load drops below six credit hours. The annual interest will be paid by the federal government while the student is in school, enrolled for at least six credit hours per term, and during the six-month grace period. Eligibility for the Direct Loan program is determined by the number of credits the student has earned. Until a student has earned 24 credits, the limit is $3,500 per academic year; between 24-48 credits the limit is $4,500; and students who have earned 49 credits and up may borrow up to $5,500 per academic year, not to exceed $23,000 while enrolled in an undergraduate program.

Commonwealth of Massachusetts Financial Aid Programs

These programs are sponsored by the Commonwealth of Massachusetts for students who are Massachusetts residents and have completed financial aid applications by May 1st:

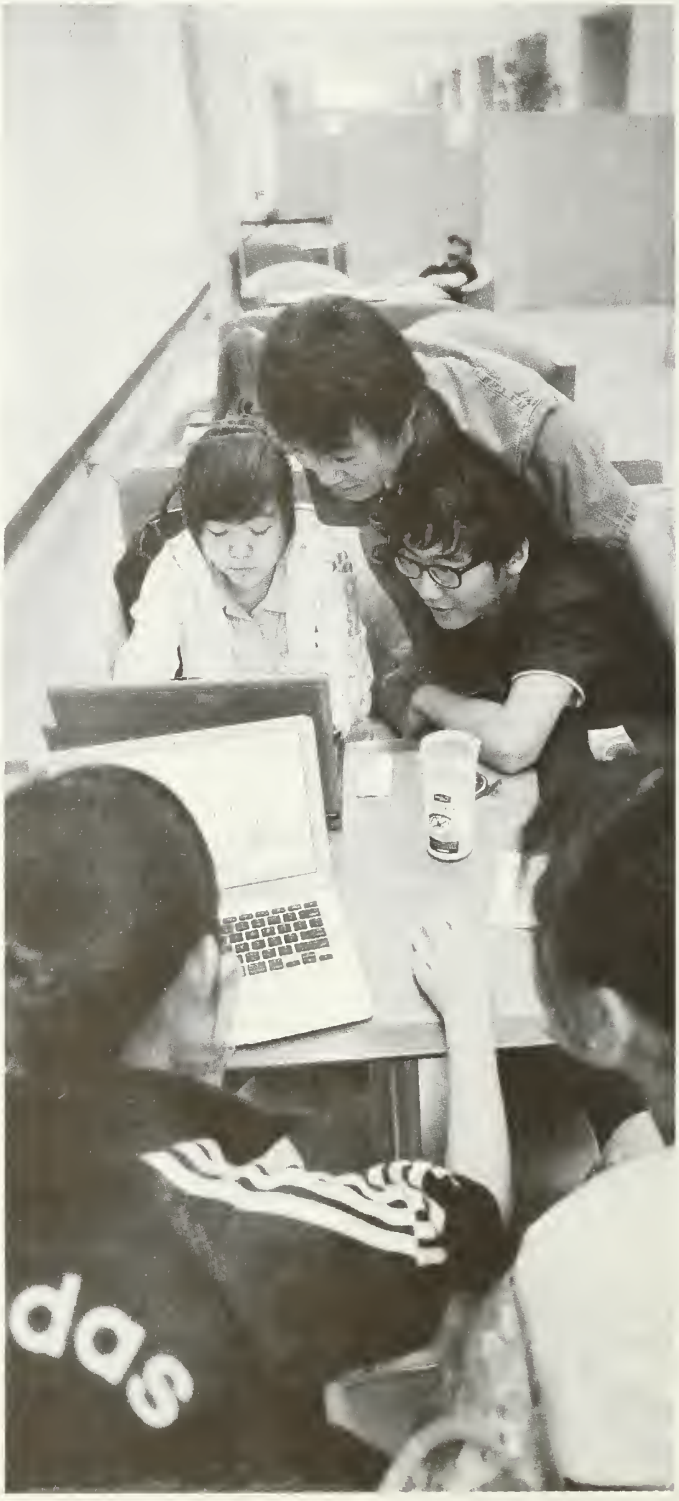
The Massachusetts Assistance for Student Success Programs (MASSGrant): A grant based on need for undergraduate students enrolled full time who are Massachusetts residents.

The Part-time Grant Program: A grant based on need for undergraduate students enrolled less than full time, but taking at least six credit hours, who are Massachusetts residents.

State Access Grants are awarded to needy students to assist with tuition and fee costs. These grants are funded by the Massachusetts Board of Higher Education for Massachusetts residents.

Need-Based Tuition Waivers (NBTW) cover the cost of tuition for in-state students. They have been authorized by the Massachusetts Board of Higher Education for undergraduate students who demonstrate financial need and are Massachusetts residents.

The Undergraduate **Fee Grants**, funded through the University's own resources, are awarded to needy students to assist with fee costs.



OTHER TYPES OF AID

Non-Need-Based Loans

Parent Loans for Undergraduate Students (PLUS loans) are offered through the federal government. Such loans may be in amounts of up to the full cost of a student's University education. Parents must begin to repay the loans 60 days after disbursement. The interest rate on these loans can be found at www.dlservicer.ed.gov.

The Massachusetts Educational Finance Authority offers through its **"MASS Plan"** a series of educational financing options, including fixed or variable rate interest home equity borrowing. The program is credit-based and intended primarily for middle-income families. Students and co-applicants may borrow the difference between the cost of education and other financial aid received by the student. Information is available by calling 1 800 449-MEFA. Repayment begins 45 days after disbursement.

The Federal Unsubsidized Direct Loan Program is identical to the Federal Subsidized Direct Loan Program, except that during enrollment and grace periods, the student either pays the interest or has it added to the principal of the loan.

Student Employment

A component of Financial Aid Services, the Office of Student Employment oversees student employment programs.

The student employment programs include

- Federal Work-Study, a program for students who have been awarded FWS by Financial Aid Services (described earlier in this section).
- Institutional Student Employment, positions for university students on campus and
- The Part-time Job Program, which lists positions with off-campus employers.

For additional information, visit the student employment website at www.umb.edu/students/employment/index.html.

Categorical Tuition Waivers

Please note: Tuition waivers apply to the cost of tuition only, and not to fees. For more information on these or other waiver programs, please contact the Bursar's Office at 617.287.5350.

National Guard Tuition and Fees Waivers are available to all members of the National Guard. Applications are available from commanding officers of Guard units.

Native American Student Tultion Waivers are available to Native American students who are residents of Massachusetts. Information is available through the Massachusetts Commission on Indian Affairs: 617.727.6394.

Senior Citizen Tuition Waivers are available to students over 60 on a per course basis. Further information is available at the Office of the Registrar.

State Employee Tuition Walvers are available to some state employees. They need not be admitted to a degree-granting program. They will receive a full tuition waiver for all state-supported day and evening courses, providing they submit, for each semester they are enrolled, a "Certificate of Eligibility for Tuition Remission" form. Employees enrolling in courses administered by the Division of Corporate, Continuing, and Distance Education, including summer session courses, will receive a tuition waiver, which varies depending on the courses taken. State employees wishing to determine if they are eligible for a tuition waiver should contact their personnel office.

Veterans Tuition Waivers are awarded to honorably discharged veterans if they were enlisted or drafted from the Commonwealth of Massachusetts. Veterans must have been on active duty during the Vietnam War, or have served in theater during US military actions in Grenada, Panama, or Lebanon, or during the Gulf War; or be currently on active duty and stationed in Massachusetts; and must have served 180 days of active duty. All eligible veterans may receive a tuition waiver for a total of 130 credit hours. Information is available through the university's Office of Veterans' Affairs.

Scholarship Programs

The university administers a number of scholarship programs recognizing academic achievement and promise. Eligibility is limited to Massachusetts residents, and in some cases to either new or currently enrolled students. Information about these programs is available from the Scholarship Office. For details on how to apply, please refer to the office's publication, "It's Your Future: A Guide to Merit-Based Scholarships at UMass Boston." Copies may be obtained by calling the Scholarship Office at 617.287.6026, or by visiting www.umd.edu/students/scholarship.

The Chancellor's Scholarship for Excellence Program

Chancellor's Scholarships for Excellence are awarded each year to matriculated students entering the university for the first time. The scholarships can cover all tuition and most mandatory fee costs throughout the student's undergraduate education, provided that the recipient maintains continuous full-time enrollment with an acceptable grade point average. Complete information is available from the Scholarship Office. To be eligible for consideration, applicants must

- have demonstrated academic accomplishment by achieving a minimum 3.2 high school GPA, or have scored 1150 or higher on the Math and Critical Reading portions of the SAT, or, for a college transfer student, achieved a 3.5 cumulative average;
- have demonstrated excellence in the arts; or
- have demonstrated extraordinary achievement in unpaid community service.

Please note: To be eligible for this program, the applicant must apply for the scholarship before enrolling in university classes as a matriculated student. Each applicant is also expected to submit an essay and one reference. Deadline dates are March 1 and June 1 for students entering in the fall; December 15 for students entering in the spring.

In some cases, freshmen students are offered the Chancellor's Scholarship automatically, based on their applications for admission. In these cases, the student would also be offered automatic acceptance into the Honors Program. Students must have a minimum of a 1200 combined score on the Math and Critical Reading portions of the SAT, and a minimum of a 3.5 high school grade point average (as determined by the university). These offers are made to students who are accepted between January and April 1 for the upcoming fall semester. Students accepted after April 1 must apply for consideration by the deadlines.

The Stephen J Sweeney Scholarship Program

This merit scholarship program gives consideration to the applicant's financial need. Sweeney Scholarships are awarded each year to one or more UMass Boston freshmen who are graduates of the three Boston public high schools that are partners with the university in the Admission Guaranteed Program: Jeremiah E Burke, Dorchester Education Complex, and South Boston Education

Other Types of Aid

Complex. A full description of the AGP program can be found in the "Academic Resources Beyond the Classroom" section of this publication. This scholarship program honors the achievements and dedication of Stephen J Sweeney, former chairman and CEO of the Boston Edison Company, who has long been active in supporting public higher education. Amounts of the Sweeney Scholarship awards vary. The recipients are highly motivated young men and women. Criteria for selection include academic achievement, extracurricular activities, and community service. Please inquire at the Scholarship Office for the application deadline.

The Michael A Ventresca Scholarship Program

This merit scholarship program gives consideration also to the applicant's financial need. The Ventresca Scholarship Program awards assistance for up to four years to an entering college freshman who shows commitment to helping others and aspires to a career in public service. It was created to pay tribute to the memory of Michael A Ventresca, a UMass Boston graduate (and president of the class of 1969) who devoted his life to politics and government as a political idealist, activist, and lawyer. The amount of the award varies, but is potentially renewable until graduation for one or more finalists. To be eligible for consideration, the applicant must

- be a graduate of a Massachusetts high school;
- show evidence, through extracurricular activities or community service, of concern for others and an interest in public service;
- demonstrate the potential for academic success and the prospect of continuing in public service on graduation;
- complete a university application and meet the university's regular admission criteria.

Applications are due by April 1.

The William M Bulger Scholarship Program

In honor of Massachusetts State Senator and former university president William M Bulger, the University of Massachusetts Board of Trustees established the William M Bulger Scholarship Program, to provide recognition and encouragement for students who exemplify President Bulger's philosophy of perseverance in pursuit of educational and personal goals. Nominees are submitted by secondary school principals and headmasters. One recipient is selected to receive the Bulger Scholarship, a four-year scholarship to the university that pays for all tuition and major fees.

The nominating headmaster or principal should also submit the following materials from his or her nominee:

- three letters of recommendation, one of which should be by the nominating headmaster/principal;
- an official copy of the student's academic record;
- a typed autobiographical essay by the nominee (no longer than 1,000 words);
- an essay by the nominee, of 500 to 1,000 words, addressing the topic "What a College Education Means to Me," or "A College Education—Is It Valuable?"

All nominees must have made formal application to the University of Massachusetts Boston. The deadline for nomination for the scholarship and receipt of all application materials is April 30.

The Foster Furcolo Scholarship Program

This program was established in honor of former Massachusetts governor Foster Furcolo (1957-1960), who played a major role in the creation of the public community college system of the Commonwealth. Each year one entering transfer student from each of the public community colleges in the Commonwealth will be selected to participate. Participants can receive the cost of tuition and most mandatory fees for up to two years. Each recipient, to be nominated by the president of his or her institution, is expected

- to have completed an associate's degree by the spring prior to entering UMass Boston;
- to have achieved a cumulative grade point average of at least 3.50;
- to exemplify the success of the community college system in fulfilling the educational mission envisioned by Governor Furcolo;
- to have applied and been admitted to the University of Massachusetts Boston for the fall semester immediately following the nomination.

Each community college president must submit the name of one proposed recipient by April 15, in a letter to the Scholarship Office explaining the qualifications of the nominee for the scholarship. The nomination does not constitute the actual awarding of the scholarship. UMass Boston will review the nomination and determine the nominee's final eligibility for the program.

The Student Enrollment LEADERS Program

High-achieving students who are interested in representing the university at key events are encouraged to apply to the Student Enrollment LEADERS Program. Both freshmen and transfer students with a minimum grade point average of 3.0 are eligible to apply. Applicants must plan to enroll full-time. Recipients will receive approximately $1,000.00 annually in scholarship funding, based upon their past academic performance. Additionally they will work 10 hours (paid) per week in one of the offices within the Division of Enrollment Services. Enrollment LEADERS will also serve as tour guides and goodwill ambassadors at several admission events throughout the year.

Applications are available from the Office of Undergraduate Admissions. The deadline varies from year to year, but is usually in late spring.

Additional Scholarship Opportunities

A substantial number of additional UMass Boston scholarship opportunities are available for continuing students. Selection criteria vary widely. Applications are available from the Scholarship Office and from certain academic departments. Be sure to check for individual deadline dates. Most awards are for the spring semester. You can also review opportunities online at www.massachusetts.edu/scholarships. Always check with the Scholarship Office for details.

Academic Resources Beyond the Classroom

ACADEMIC RESOURCES BEYOND THE CLASSROOM

Throughout the university, faculty and staff in a number of different offices provide students with support and advising services designed to help them get the most out of their academic experience at UMass Boston, and to plan for their future. Some services are campus-wide; others are located within each of the five colleges; some serve all UMass Boston students, while others focus on students with particular needs. The descriptions that follow are a guide to advising, support, and enrichment at UMass Boston.

University Advising Center

The University Advising Center provides undergraduate university students with the information and help they need to realize their academic and career goals. Centrally located on the first floor of the Campus Center, the Advising Center provides the following services:

New Student Orientation

The University Advising Center and the Division of Student Affairs offer a comprehensive orientation program that introduces students of the five undergraduate colleges to their academic requirements, various support services, and cocurricular and extracurricular opportunities. Emphasis is given to the social and cultural diversity of UMass Boston faculty, students, and staff, as well as opportunities for academic exploration. During orientation, students participate in workshops that assist them in registering for a first-year program designed to maximize academic success. Working with mathematics and English faculty, staff members of the Advising Center give diagnostic tests to all new freshman and some transfer students in order to assure placement to appropriate mathematics and writing classes. New-student orientation begins the exploration process that will continue throughout a student's career at the university.

Academic Advising

Undeclared majors are assigned professional staff advisors who explain the general education and particular curricula of the different colleges and assist in planning semester course schedules. All undeclared majors/concentrators are required to meet with their advisors before they register for courses, and are encouraged to come in throughout the semester to discuss problems and concerns. When a student declares a major or concentration, s/he is assigned a faculty advisor in that major. The University Advising Center staff is also still available to assist with questions about course requirements and college regulations.

Premedical Advising

Students interested in medicine and other health care fields meet regularly with the Center's premedical advisor, and work with the university's Premedical Committee of advisors and faculty. They receive advice on planning for careers in the field, and on preparing for graduate-level study.

Study Abroad and International Exchange

UMass Boston students who wish to study outside the United States, whether for a summer or winter session, an academic semester, or an entire academic year, have a wide range of options available. Students may choose from over seventy programs offered through the University of Massachusetts; as well as short-term programs offered through the University's Division of Corporate, Continuing, and Distance Education and other educational institutions; or, with prior approval, direct enrollment in foreign universities.

UMass Boston has exchange programs in Australia, Canada, France, Trinidad and Jamaica, Germany, India, Ireland, and Italy. Study Abroad programs available through the University of Massachusetts include offerings in the United Kingdom (Oxford), France (Paris), Bulgaria, China, Colombia, England, Italy, Japan, Korea, Poland, Russia, South Africa, Spain, Sweden, and Taiwan, as well as other countries.

UMass Boston is a member of the New England Board of Higher Education Exchange Program, which offers students enrollment at universities in Quebec and Nova Scotia.

Other international programs available through UMass Boston's Division of Corporate, Continuing, and Distance Education include those in China, Haiti, Ireland, Jamaica, Mexico, and Vietnam.

Generally students may enroll in study abroad programs beginning in their sophomore year. GPA requirements vary but usually range from 2.5 to 3.0. Some programs require some proficiency in the language of the host country, but some course offerings are in English. Interested students should allow one full year to plan properly. Such planning includes getting information about the program and completing the application process, obtaining the required approval for credit transfer, and making the necessary financial arrangements. Credits earned through study abroad are transferable toward a UMass Boston degree. In most cases only credits earned, not grades awarded, are noted on a student's transcript.

For further information on international exchange programs, contact the program coordinator at the Office of International and Transnational Affairs.

International Student Services

The Office of International and Transnational Affairs, located in the University Advising Center, provides services to international (non-immigrant) students. The office assists them with immigration-related concerns, issues related to employment, and questions regarding their visa status, including, but not limited to, the Form I-20, DS 2019. In addition, the office oversees a mandatory information session for new international and exchange students.

The Office of International and Transnational Affairs seeks to welcome and support all international students throughout their

Academic Resources Beyond the Classroom

academic careers at UMass Boston. Our goal is to assist them to fully achieve their educational objectives.

Further Information

To find out more about any of the University Advising Center programs described here, call 617.287.5500. The University Advising Center is located on the first floor of the Campus Center.

Advising in the Colleges

Staff and faculty members at each of the university's colleges provide academic advising that focuses specifically on the needs of majors or concentrators within the college. Most students, once they have declared a major, receive academic advising through these college-based services.

In the College of Liberal Arts and the College of Science and Mathematics, students are advised by faculty in their major departments. Students choosing an individual major receive academic advising through their sponsoring faculty advisor.

In the College of Management, departmental faculty provide academic advising for students enrolled in any of the College's concentrations.

Academic advising in the College of Nursing and Health Sciences, for the Nursing Department and the Department of Exercise and Health Sciences, is provided by faculty and staff through the Office of the Director of Student Affairs (617.287.7500).

In the College of Public and Community Service, orientation and advising are coordinated by the Office of Student Services (617.287.7120).

Career Services and Internships

Career Services staff provide information for students and alumni about career opportunities, and facilitate contacts with prospective employers. Individual counseling and group seminars in career planning alert students to the many and varied career opportunities available and to the requirements of prospective employers as well as to the changing nature of employment opportunities. Seminars are offered to assist with résumé writing, interviewing techniques, and the job search. On-campus events such as job fairs and guest speakers are regularly scheduled.

An active on-campus interview program is arranged each year so that students may meet employers and discuss current openings. Career Services offers job-seeking students and alumni password access to My Career Online, an online job search and career information site. A Career Resource Library houses information on employment and salary statistics, as well as specific information on businesses, non-profit organizations, school systems, and government agencies. A bank of computers is available to allow students on-line access to employment information and job opportunities. An option in the Career Resource Library, called PinPoint, is an on-line method of assessing interest and personality as related to work options and career choices. A biweekly job bulletin is emailed to interested students and alumni.

Career Services also provides information on a variety of graduate study programs. Materials on many fields are available, as well as application forms for graduate and professional school admission tests. The staff provides special advising for students interested in the law and in management.

Internship Services

Access to internship opportunities is an important priority of the office. Assistance is offered to all qualified students in locating internships directly related to their field of study. Internships offer a variety of benefits: the combination of relevant practical learning with valuable work experience; greater career awareness; personal and professional growth; resume enhancement; and the possibility of obtaining full-time employment after graduation.

Internships can be part-time (12-20 hours per week) or full-time, and are available for varying durations (i.e., a semester, a summer, a six-month period). Students may work in internships that are paid or unpaid, and may also be able to receive academic credit for their internship. For-credit internships must be coordinated with the academic departments.

National Student Exchange and University of Massachusetts Exchange Programs

The National Student Exchange Program offers UMass Boston students the opportunity to study at one of over 170 participating colleges and universities in over 40 states, Puerto Rico, Guam, and the Virgin Islands, at a cost comparable to what they currently pay to attend UMass Boston. While on exchange, students can develop an increased awareness of academic, cultural, ethnic, and geographic diversity within the United States.

The University of Massachusetts Exchange Program is designed to allow matriculated students from one undergraduate University of Massachusetts campus who meet all eligibility requirements to attend another undergraduate university campus full-time for a period of not more than two semesters. The program provides access to the variety and richness of the academic offerings of the participating campuses.

Office of Academic Support Programs

The Office of Academic Support Programs (location: CC-1-1300, 617.287.6550) offers a comprehensive range of services designed to enable students to succeed in their studies. The focus of these programs is course work and tutorials. Among the programs offered by this office are

- the following academic courses: Critical Reading and Writing courses (CRW), First-Year Seminars (SEMINR), intensive course work in English for students whose native language is not English (ESL) and Math Skills courses (MATHSK).
- the Reading, Writing, and Study Strategies Center, which provides tutorials in analytic language development for undergraduates in all levels of courses, with special attention given to the reading, writing, and critical thinking addressed in general education courses.
- the Subject Tutoring Program, which offers individual and/or group tutoring to students enrolled in 100- and 200-level courses in the humanities, languages, mathematics, and the natural and social sciences.
- the Math Resource Center, which offers tutoring for mathematics and computer science courses.
- the English as a Second Language Center, which provides students whose native language is not English with intensive course work in listening and speaking, and reading and writing for academic purposes. The Center staff and faculty also advise students and monitor their progress.

Academic Resources Beyond the Classroom

- the Graduate Writing Center, which provides one-to-one conferences and group workshops in scholarly writing and the research related to that process for students enrolled in graduate courses.
- the Directions for Student Potential Program is a pre-matriculation summer program for a selected group of students who lack the traditional credentials for admission to college, but who show promise of succeeding in a university environment with additional preparation. It offers intensive courses in college-level reading, writing, mathematics, and English as a Second Language (ESL). Students who successfully complete the program are admitted to the College of Liberal Arts or the College of Science and Mathematics in the fall.

For a more complete description of the Office of Academic Support Programs and its course offerings, see the section of this publication called "Enriching the UMass Boston Experience."

Student Support Services Program

The federally funded Student Support Services Program provides advising, counseling and educational support services to 500 UMass Boston undergraduates with academic need who are first-generation college attending, economically disadvantaged and/or have disabilities. First year students, along with upper-class peer tutor/mentors, participate in Foundations, an eight-week program to improve academic survival skills. Continuing students attend workshops designed to enhance their decision-making skills and to help them prepare for the world of work or graduate school. Throughout their academic careers at the university, students work closely with their assigned advisors to identify needs, and to develop and attain educational, professional and personal goals. Scholarship support is provided to first- and second-year students who have unmet financial need. In addition, intensive support is provided for students who are interested in majoring in a math or science field but need additional skill development in these areas. Services are currently provided in English, Spanish, Cantonese, Mandarin, and Vietnamese. Further information about the program is available from the Student Support Services office on the first floor of the Campus Center, 617.287.5820.

The Lillian Semper Ross Center for Disability Services

The Ross Center coordinates services and accommodations for UMass Boston students with documented disabilities, in compliance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The mission of the Center is to facilitate academic accommodations to ensure equal access, promote Universal Course Design, increase the understanding of disability throughout the university community, and empower students to learn and use assistive technology. The Center also works closely with the Adaptive Computer Lab and provides information and referrals to other services as appropriate.

The Ross Center is located in room UL-211 of the Campus Center. The telephone number is 617.287.7430.

Ronald E. McNair Post-Baccalaureate Achievement Program

The Ronald E. McNair Post-Baccalaureate Achievement Program is a federally funded program offering preparation for doctoral study to low-income individuals who are first-generation college students, and to students from groups underrepresented in graduate education. Participants in the McNair Program spend a year or

more engaged in research under the direction of research faculty in UMass Boston math and science departments. Supportive services and financial aid encourage participants to complete the undergraduate degree and pursue graduate study. Graduates have enrolled in master's and doctoral programs ranging from linguistics to chemistry to computer science at institutions including Brandeis University, Columbia University, Harvard University, the Massachusetts Institute of Technology, the University of Michigan, the University of Washington, Johns Hopkins University, Boston University, Duke University, Penn State, the University of California Los Angeles, the University of California Berkeley, the City University of New York, UMass Boston, and others. For more information, call 617.287.5780 or visit the program office, located on the second floor of the Science Building in room 056.

The Urban Massachusetts Louis Stokes Alliance for Minority Participation Program (LSAMP)

The Urban Massachusetts Louis Stokes Alliance for Minority Participation Program includes eight institutions: the Universities of Massachusetts Boston, Dartmouth, and Lowell; Bristol, Bunker Hill, Middlesex, and Roxbury Community Colleges; and Wentworth Institute of Technology. LSAMP is commissioned to help increase the number of BS graduates in science, technology, engineering, or mathematics (STEM) majors. At UMass Boston, academic-year facilitated study groups are provided for CHEM 114, CHEM 115, BIOL 111, and MATH 140. Summer study groups have been provided for MATH 130 and BioMath. The program also connects students to research experiences at UMass Boston and internship opportunities in Massachusetts.

Office of Pre-Collegiate Programs

The Office of Pre-Collegiate Programs offers a wide array of student support services to both pre-freshman students through six programs: the Upward Bound Program, the Veterans Upward Bound Program, the Math Science Upward Bound Program, Project REACH, the Urban Scholars Program, and the Admission Guaranteed Program. The services provided by these programs are cooperative and complementary and are designed to assist non-traditional students in their pursuit of higher education.

These programs also provide a variety of paid and volunteer internship opportunities. Information about the programs and about internship opportunities is available from the Office of Pre-collegiate Programs at 617.287.5840, or from the program offices located on the third floor of McCormack Hall.

Academic Resources Beyond the Classroom

Upward Bound Program

The Upward Bound Program provides 105 low-income, first-generation high school students with the skills and motivation to enter and successfully complete post-secondary education. This federally funded program offers high school students an array of academic, counseling, and support services that are designed to supplement high school education and are tailored to address specific student needs. Upward Bound juniors and seniors may audit university courses, gaining firsthand college experience and potential credit. The Program provides its services in a twice-weekly after-school program throughout the academic year and an intensive six-week residential session during the summer. Eligible participants are low-income and/or first generation college students who demonstrate interest in and potential for post-secondary education. They must also be residents of Dorchester, Mattapan, Roxbury, Jamaica Plain, or South Boston and/or attend the Dorchester Education Complex, Burke, Madison Park, South Boston Education Complex, or West Roxbury Education Complex. Students selected for participation attend year-round through high school completion. Upward Bound's telephone number is 617.287.5845.

Veterans Upward Bound Program

The Veterans Upward Bound Program provides a unique opportunity for men and women veterans to acquire the academic skills required to enter into college or to obtain the equivalent of a high school diploma. The curriculum includes courses in Composition, Literature, Math, Laboratory Science, Computer Skills, Social Sciences, and Study Skills. The program also offers career and education counseling as well as social service referrals. After successful completion of the program, students applying to the University receive special admissions consideration.

Veterans Upward Bound forges an important link between the university and the veterans who live in the communities it serves. Those who matriculate as UMass Boston students continue to have access to the program's support systems throughout their academic careers at the university. For more information about participating in Veterans Upward Bound, contact 617.287.5870 or visit the program office located on the third floor of McCormack Hall.

Math Science Upward Bound Program

The university operates the Math Science Upward Bound Program in conjunction with the Noble and Greenough School in Dedham, Massachusetts. The purpose of the program is to increase the number of low-income and first-generation college students majoring in mathematics, the sciences, and computer science at the undergraduate level and, eventually, to increase the number who go on to advanced study in these fields.

The program's rigorous six-week, residential academic program each summer focuses on promising students who attend either the John D O'Bryant High School of Math and Science or Lawrence High School, or who live in Boston or Lawrence. During the academic year, program participants receive additional support through school visits; supplemental instruction at Nobles; and cultural, educational and career related trips and visits. For more information, call 617.287.5834 or 781.320.7246.

Project REACH

Project REACH identifies disadvantaged young people with disabilities who have the potential for education at the post-secondary level and encourages them to continue and graduate from secondary school and enroll in programs at the post-secondary level. High school and post-secondary dropouts are also encouraged and assisted in returning to school. Initially funded in 1985, Project REACH was the first Talent Search Program in the nation to serve low-income, urban youth with disabilities. The Project remains a national model for the successful inclusion of youth with disabilities in TRIO programs.

Participants must have a disability or receive special education services from the Boston Public Schools, be between the ages of 11 and 27 and have completed the fifth grade. Two thirds of the participants must also be low-income persons who are also potential first generation college students. Project REACH is funded to serve 600 students each year from Jeremiah Burke, Dorchester Education Complex, Madison Park, West Roxbury Education Complex, and Horace Mann, and the McCormack, Gavin, and Horace Mann Middle Schools.

The majority of services are provided on site at the target schools within a classroom setting. Students and parents are also encouraged to make appointments at the campus office after school or during school vacation. For more information, call 617.287.7390.

Urban Scholars Program

The purpose of the Urban Scholars Program is to provide gifted and academically talented students with the skills and motivation necessary for achievement at the highest level of their potential and to prepare these students for a successful college experience. The program also works collaboratively with the partner schools to enhance their capacity to develop the talent potential of all students. Urban Scholars serves students attending Jeremiah E Burke, the South Boston Education Complex, the Dorchester Education Complex, and the Gavin, Lewenberg, McCormack, Rogers, and Wilson Middle Schools.

The program offers students an early exposure to the university environment. The Urban Scholars core curriculum is designed to provide practice in applying basic skills and to develop higher level skills such as analysis, critical thinking, problem solving and other skills necessary for advanced learning. The core curriculum also strives to develop active and independent learning behaviors and the ability to teach oneself. All students must complete specific core requirements in order to graduate from the program. Program activities include university and program-provided classes, tutorials, supervised study, college and career advising, and cultural enrichment. For more information call 617.287.5830 or visit the program office, located on the third floor of McCormack Hall.

Admission Guaranteed Program

Initiated in 1989 by the University of Massachusetts Boston, the Admission Guaranteed Program assures admission to the University for students enrolled at the Dorchester Education Complex, Jeremiah E. Burke, and the High Schools at South Boston Education Complex who take courses in required subject areas and meet specific program criteria. Recruitment for the program is focused primarily on ninth graders. An important goal of the program is to help students see college as a viable option for their futures. Program services include tutoring, career advising, college awareness workshops, and cultural enrichment activities. The program furthers UMass Boston's urban mission and its commitment to serve the urban community. For more information, call 617.287.5868 or visit the program office, located on the third floor of McCormack Hall .

Student Activities and Services

STUDENT ACTIVITIES AND SERVICES

The university believes that students' academic goals may be best realized when support services complement the classroom experience. To that end, student affairs professionals support students in their academic work, and sponsor programs to enrich their experience of university life. All offices offer information, activities, and assistance programs to facilitate the continuing development of the student's skills, learning, insights, and life plan. The staff in these offices act as liaisons between the university and the broader community, recognizing that formal schooling is not an end in itself, but rather a means to the future. Student Activities and Leadership enhances the university experience by providing programs, services, and activities from which students can benefit during and after their years at the university.

The university provides a wide spectrum of support services ranging from child care to educational support to veterans' assistance, and encourages students to get involved in campus life. Further information about all the services and programs described below is available from the Office of the Vice Chancellor for Student Affairs (617.287.5800).

The cocurricular life of the university centers on activities sponsored primarily through the Office of Student Activities and Leadership and funded through the Student Activities Trust Fund. Established by the University Board of Trustees, the fund is maintained by mandatory student activities fees. Both the Undergraduate Student Senate and the Graduate Student Assembly have recommending authority over the expenditure of Student Activities funds; members of those organizations work closely with the professional staff at Student Activities and Leadership to create a wealth of activities throughout the year. The Office of Student Activities and Leadership functions as a clearing house and focal point of activity for students on campus, where information and services are available, ranging from the issuing of ID cards to locker rentals to the most up-to-date listing of student organizations.

Student Activities and Leadership also oversees the operations of such activities as the Game Room, where students relax with video games, pool, and pinball machines.

The Student Arts and Events Council each year provides the campus community with a variety of cultural offerings, including the museum pass program, discount tickets to movies, sporting events and plays, and on-campus performances of music, poetry, and lectures. Students keep in touch with campus life by reading the student newspaper, *The Mass Media*. The literary journal, *The Watermark*, features the best work produced by student artists and writers.

Other activities and opportunities include recognized student organizations, or clubs, and community action programs that involve students in community-based, student-administered advocacy work. All these are administered through the Office of Student Activities and Leadership, which also oversees student governance and assists in administering student elections and referenda.

One special opportunity available through the Office of Student Leadership and Community Engagement is the Beacon Leadership Project: Leaders at the Point. To complement the urban educational and service mission of the University of Massachusetts Boston, the BLP provides students with credit- or competency-based opportunities to develop and enhance their leadership skills and potential. The BLP experience involves integrative and collaborative learning; leadership and learning experiences; and service learning (www.umb.edu/umb/leadership).

The program of the Beacon Leadership Project consists of two semesters of workshops, a mentor experience, and a community service project. Recent workshop offerings have included time management, ethics, negotiation and dispute resolution, and critical thinking. Application and admission standards for this program are available at the Office of Student Leadership and Community Engagement (617.287.7966).

Clubs and Centers

Through the Office of Student Activities and Leadership, the Student Activities Fee funds student centers and recognized student organizations (RSOs). Student clubs focus on special areas of interest and welcome new members. (See the list below of "recognized student organizations.") Student centers are an on-campus community action initiative of the Student Senate. All students are welcome to stop in and participate in center activities. There are nine such centers on campus: ARMS (Advocacy and Resources for Modern Survival); the Asian Student Center; the Black Student Center; CASA Latina (Latino Student Center); the Queer Student Center; the Center for Students with disAbilities; the Veterans Center; the Wellness Center; and the Women's Center.

Recognized student organizations receiving funding through the Student Activities Trust Fund may include, but are not limited to, the following:

- African Students Union
- Alpha Omega Club of UMass Boston
- Anthropology Club
- Anti-War Coalition
- ARMS Center
- Asian Student Center
- Beacon's Elite Dance Crew of UMass Boston
- Beta Beta Beta Biological Honors Society
- Bhakti Yoga Club (BYC)
- Bicycle Club (Bike Club)
- Black Student Center (BSC)

Student Activities and Services

- Capoeira/Martial Arts Club
- Casa Latina
- Center for Students with disABILITIES
- Chess Club
- *CHORD* Magazine
- Christians on Campus
- Collegiate Association for the Research of Principles (CARP)
- Collegiate Entrepreneurs Organization (CEO)
- Dragon Club
- El Colmadon (Dominican Club)
- European Cultural Initiative (ECI)
- Exercise and Health Science Club
- Extreme Sports Club
- FAROFA: Brazilian Student Organization
- Faith Alive Interfaith Council
- Fashion Club (FC)
- Filipino Club
- Film Club
- Gamers Society (UMB Gamers)
- GIS
- Golden Key Club
- Haitian American Society (HAS)
- Hip Hop Initiative
- Iota Phi Theta
- Khmer Culture Association of UMass Boston (KCC of UMB)
- Korean Student Association (KOSA)
- Lambda Alpha (LA)
- *LUX* Student Magazine
- Marketing Club
- MASSPIRG
- *Mass Media*
- Massachusetts Students United (MSU)
- Math Club
- Model UN (United Nations)
- Multi-Cultural Identity eXperience Educating Minds (MIX'EM)
- Muslim Students Association (MSA)
- National Honors Society of Psychology (PSI CHI)
- Pakistani Students Association (PSA)
- Peer Health Exchange
- Philosophy Club
- Photography Club
- Post Baccalaureate Pre-Health Society
- Pre-Dental Society
- Psychology Club
- Queer Student Center (QSC)
- Radical Discussion Group
- Real Life Christian Fellowship

- Sailing Club
- Sigma Tau Delta
- Slavic Nations Cultural Club
- Society of Physics Students
- Somali Students Association (SSA)
- Student Arts and Events Council (SAEC)
- Student Government Association (SGA)
- Student Nurses Association (SNA)
- Students Offering Support (SOS)
- Student Veterans Center
- Student Wellness Center (Wellness Center)
- Sustainability Club
- Taiwanese Student Association
- TAT2U: The Art of Transitioning 2 University
- Thank You Club
- The Corner Poetry Club
- The Polymath Society (TPS)
- *Watermark*
- Women's Center
- Worldwide Buddhist Association (WBA)
- Yearbook

Students interested in starting new clubs should call the Office of Student Activities and Leadership. New club activation takes place the first three weeks of each semester and in late spring.

Student Activities and Services

Student Employment

As a division of the university's Office of Financial Aid Services, Student Employment Services (SES) oversees student employment programs. Many positions listed through SES are conveniently located on campus, which can make it easier to coordinate employment and class schedules. The office also lists off-campus positions, which may be more conveniently located near home. While their earnings can help defray educational expenses, employed students also develop marketable skills and the experience necessary for success in today's competitive job market.

All active students at UMass Boston are eligible for student employment programs. Because each program has its own regulations, however, not every student is eligible for every type of job. To determine which program is best for you, review the SES website: www.umb.edu/students/employment/

Housing Services

The staff at the Office of Student Housing provides essential resources and services needed for the housing search. A computerized listing of available house and apartment rentals is maintained, and special rates are provided at some locations for UMass Boston students. Short-term housing, such as hostels and home stay programs, along with a roommate matching service, are also provided. Information can be found at www.umb.edu/students/housing, by calling 617.287.6011 or by emailing the Office of Student Housing at osh@umb.edu. The Office of Student Housing is located on the third floor of the Campus Center, suite 3400.

WUMB Radio

WUMB Radio is a listener-funded radio station owned by UMass Boston that broadcasts throughout the greater Boston area, primarily on 91.9FM. As Boston's National Public Radio (NPR) music source, it is a roots-based, non-commercial radio service dedicated to helping audiences enjoy and appreciate music. The station provides unparalleled access to great music and the stories behind it. News and public affairs programming are featured throughout the week.

The radio station also Webcasts worldwide on the Internet at http://wumb.org. Its weekly *Commonwealth Journal* public affairs show can be heard on more than thirty other radio stations throughout Massachusetts.

WUMB also produces the annual Boston Folk Festival and a summer music camp for adults. They are actively involved in the local community through the National Endowment for the Arts "Big Read" initiative.

WUMB regularly provides information about campus events, highlights the expertise of faculty, staff, alumni, and students, and airs no-school announcements during inclement weather. The station offers work-study and volunteer opportunities for UMass Boston students to enjoy and learn a variety of aspects of the radio broadcasting industry.

WUMB Radio is located on the lower level of the Healey Library. For more information, please call 617.287.6900 or visit the station during office hours (Monday through Friday from 9:00 am-5:00 pm, and by appointment).

Campus Ministry

The Campus Ministry is an interfaith chaplaincy service actively involved in the spiritual and human development of students, faculty, and staff. Protestant and Catholic chaplains, and Jewish and Muslim advisors, offer liturgical, educational, cultural, social, and spiritual programs. Among these programs are daily prayer, mid-week liturgies, scripture seminars, ecumenical services, study groups, pastoral counseling, spiritual direction, lectures, workshops, and Bible study. The Campus Ministry also does fundraising for local and international hunger relief, co-sponsors events with other campus departments and offices, conducts retreats, and operates a lending library of theological and spiritual books. Students of all faiths are welcome!

Early Learning Center

UMass Boston's Early Learning Center is designed to provide a welcoming, nurturing, and educational environment for children of university students, faculty, and staff, as well as residents of Harbor Point. The development of self-esteem is one of the Center's fundamental goals. Children at the Center grow to view themselves as important and competent individuals: they make choices and decisions; they pursue their own interests; they can spend time alone as well as in groups. Parent participation in Early Learning Center programs is encouraged and valued.

The Center provides licensed care for toddlers, preschoolers, and kindergarten children, ages 15 months to 6 years. It is open year-round, Monday through Friday, from 7:30am-5:30pm.

Our current rate for toddlers is $48.00 per day. The rate for preschool and kindergarten is $38.00 per day. When applicable and as space permits, this fee may be subsidized by any of the following:

- UMass Boston Student Scholarship
- Department of Early Education & Care Contract
- Boston Public Schools / Community Partnership Scholarship
- Child Care Voucher

There is an application process and wait list for admission into the program, so it's important to apply early.

The Early Learning Center is off campus at 2 Harbor Point Boulevard in Harbor Point. It's about a 7-minute walk from campus, and easily accessible by car or the #2 shuttle bus. To arrange a tour or to get an application, or for other information, please call (7-6195) or go on the Web at www.umb.edu/students/childcare. Visitors are welcome.

Division of Athletics and Recreation

The Division of Athletics and Recreation offers a wide range of programs structured to meet the needs not only of those students interested in intercollegiate competition, but also of students seeking recreational activities. The division sponsors 18 teams. Men: Cross country, soccer, tennis, basketball, ice hockey, lacrosse, baseball, and indoor and outdoor track and field. Women: Cross country, soccer, tennis, basketball, ice hockey, volleyball, softball, and indoor and outdoor track and field. The Clark Athletic Center is home for the Beacons.

UMass Boston is a National Collegiate Athletic Association Division III member, competing in the Little East Conference (LEC) and the Eastern College Athletic Conference (ECAC). The division upholds the principle of equal opportunity for both men and women, and

Student Activities and Services

endorses the principle of gender equity and compliance with Title IX regulations.

The division's extensive intramural and recreation program includes such team sports as basketball, volleyball, ice hockey, floor hockey, badminton, soccer, wallyball, and wiffleball; one-on-one activities such as racquetball and squash; and instructional programs like water aerobics and tennis. The popular sailing program operates from mid-spring to early fall, allowing students to take full advantage of the on-campus dock and the university's fleet of Mercury- and Laser-class sailboats.

The Clark Athletic Center is one of the finest athletic and recreation complexes in the Boston area. The indoor facilities consist of the gymnasium, an ice skating rink, swimming pool, varsity locker rooms, sports medicine room, varsity weight room, a newly renovated and fully equipped student learning center, and creative room. The outdoor facilities include an eight-lane 400-meter track, soccer/lacrosse field, multipurpose practice field, and a softball field.

The Division of Athletics and Recreation manages the Beacon Fitness Center, located on the first floor of McCormack Hall. The center provides a variety of state-of-the-art exercise equipment, recently renovated locker rooms, squash and racquetball courts. Personal training, aerobics classes, massage therapy, orientations and fitness assessments are available here.

The Division of Athletics and Recreation encourages students to become involved with the numerous programs which are available to them—as a student-athlete, intramurals and recreation participant, or as a spectator supporting the Beacons at home.

Further information is available at www.athletics.umb.edu.

University Health Services

www.umb.edu/students/health

The mission of the Department of University Health Services is to provide quality medical services and education to enhance the health and well-being of the university community. Programs and services are aimed at promoting optimal physical, mental, emotional, social, and spiritual well-being. Our interdisciplinary health care team includes a variety of professional, administrative, and support staff. Our clinical staff comprises nurse practitioners, consulting specialty physicians, psychologists, social workers, laboratory technicians, and health educators.

All registered UMass Boston students are eligible for health care at the University Health Services. The health fee, paid by all students, covers episodic care visits to the Department of General Medicine, the first three visits to the Counseling Center, and access to programs offered by the Health Education and Wellness Center. There is a minimal co-pay for physician visits, specialty services, and laboratory tests. In accordance with Massachusetts state law, all students must have active health insurance. The University of Massachusetts Boston offers a student Health Insurance Plan for all part-time and full-time students and their dependents. The University Health Services General Medicine department is the primary care provider for students in this plan and, as such, directs all student health care needs, including referrals for specialty services not available at University Health Services.

Please note: The student health insurance plan is mandatory for all students who do not have comparable coverage under another medical insurance plan. In order to substantiate such alternative coverage, students must complete and submit to the Bursar's Office an Insurance Decision Card, which is mailed to each student. These cards are also available at the UHS General Medicine reception area. Domestic students without such comparable coverage and all international students must participate in the university's student health insurance plan. State law mandates the health insurance requirement.

Immunizations: All students must submit a completed immunization form to University Health Services. The form is mailed annually or can be obtained at UHS or downloaded from www.umb.edu/students/health. Massachusetts law requires that the following

Student Activities and Services

immunizations be completed: measles (including a second measles shot), mumps, rubella, hepatitis B, and tetanus. UHS strongly recommends the meningococcal vaccination. These immunizations can be administered through the General Medicine department of UHS for a minimal fee.

General Medicine

The Department of General Medicine is a nurse-practitioner-staffed health center providing health care to all university students. This well-qualified team provides primary care, walk-in (no appointment necessary), women's health, immunizations, sports physicals, travel medicine, and other specialty and laboratory services. Students who develop an episodic illness or injury may be seen by appointment or on a walk-in basis during hours of operation. In addition, appointments may be made for physicals, women's or men's health issues, travel medicine, and other specialty services. Women's health ser-vices include physical examinations, Pap smears, contraception, pregnancy testing, morning-after pills, and the evaluation and treatment of sexually transmissible diseases. Men's health services include physicals, treatment for sexually transmissible diseases and sexual assault, injury evaluation and treatment, and evaluation of sexual dysfunction. Specialty services provided by on-site contract physicians and specially trained nurse practitioners include dermatology, sports medicine/orthopedics, internal medicine, and endocrinology.

The General Medicine Program is located on the second floor of the Quinn Administration Building, Room 040. During the academic year, the Department of General Medicine is open from 8:30am-6pm Monday-Thursday, and Friday 8:30am-5pm. Summer-session hours are as follows: 8:30-5pm Monday through Thursday, and Friday 8:30am-4pm. For information and appointments, call 617.287.5660.

Counseling Center

The Counseling Center provides psychological evaluation and consultation services to all university students. The Center's goals are to promote better functioning and growth opportunities and help students manage personal difficulties and concerns that can interfere with the academic experience. Services include individual and couples evaluation and therapy; group screening and therapy; crisis intervention and walk-in emergency care during normal hours of operation; consultation; workshops; information; and referrals as needed. Our clinical team consists of licensed psychologists, social workers, and graduate trainees who function under the supervision of licensed faculty and staff. Initial meetings are free; co-pays begin with the fourth meeting, except for short-term groups. The Counseling Center is located on the second floor of the Quinn Administration Building, Room 037, and is open year-round from 8:30am-5:00pm, Monday through Thursday, and 8:30am-4:30pm on Fridays. For information and appointments, call 617.287.5690.

Health Education and Wellness Center

The goal of the Health Education and Wellness Program is to enhance the academic success of students by supporting their physical, mental, and emotional well-being with a wide range of programs and services.

Programs that are offered through the Health Education and Wellness Program include: Stress Management, Yoga, Smoking Cessation, Alcohol and Other Drug Information, The Wellness Buddies Program, Intimate Partner Violence programs and resources, and Special Events. Services are offered in the format of groups and workshops, as well as individual consultations and phone consultations. In addition, a comprehensive website (http://www.healthservices.umb.edu) provides health and program information and access to online health education services. Online services include a subscription for every UMass Boston student to access www.myStudentBody.com, the #1 site for student health information on the web. Students can relax and unwind in the Wellness Center, where they will find fresh spring water, health-related books and resources, and computer access to our online resources. In addition to these resources, students can also enjoy a "Stress-Less" electronic chair massage. The Wellness Center is open Monday through Friday from 8:30am to 4pm during the academic year. Health Education services, as described above, are available year-round by appointment. For more information, call 617.287.5680.

The Joiner Center

The William Joiner Center for the Study of War and Social Consequences, an academic and service center, assists veterans through such support programs as the Office of Veterans Affairs and the Veterans Resource Project. The Center also sponsors courses related to the study of war, in particular the war in Vietnam.

The Veterans' Resource Project provides a range of services to students who are veterans. Recognizing the particular needs of many of these students, the project offers tutorial and advocacy services, academic and personal counseling, and opportunities for veterans to participate in projects and activities. The Project also provides support for the Veterans Upward Bound Program and for other student veterans groups and university programs.

Among the events of national significance the Joiner Center has sponsored are the Conference on the Concerns of Vietnam Veterans, as well as conferences on women and the military, and on the military and war films. The Center also sponsors a writers' workshop, the Vietnam Institute, and a program on Vietnam's city of Hue. In addition to presenting films, lectures, and symposia, the Center is involved in a number of academic projects. Recently it has acquired several major research collections and was selected by the Rockefeller Foundation Humanities Fellowship Program as the site for a three-year scholarly exploration of the Vietnamese diaspora.

Office of Veterans' Affairs

The Office of Veterans' Affairs offers academic counseling, referrals, and relevant information for all students and prospective students who are veterans or dependents of veterans. Staff members also assist in the certification of veterans for educational benefits. In addition, this office assists veterans in recording and reporting certain changes in their status as required by the Veterans Administration: changes in credit load per semester, withdrawal from the University, marital standing, and number of dependents.

Reserve Officer Training Corps (ROTC)

For students interested in Reserve Officer Training Corps (ROTC) options while attending UMass Boston: The campus does not offer its own ROTC program. However, many students from UMass Boston and other Boston-area colleges participate in the ROTC programs offered at Boston University. For more information, please consult the following Boston University Web sites:

Air Force ROTC: www.bu.edu/af-rotc/pages/main/index

Army ROTC: www.bu.edu/armyrotc/

Navy ROTC: http://navyrotc.bu.edu/

Corporate, Continuing, and Distance Education

CORPORATE, CONTINUING, AND DISTANCE EDUCATION

The Division of Corporate, Continuing, and Distance Education (CCDE) extends the University's teaching and its community service, at no additional cost to the Commonwealth of Massachusetts.*

CCDE programs meet needs for particular schedules and locations, for special non-credit courses, and for courses designed for specific clientele, such as professional groups or businesses. The Division's programs maintain the same high standard as all other university programs, and are developed with the participation and approval of the appropriate academic units. CCDE's summer session, winter session, online programs, and off-campus and weekend programs, described below, complement the University's commitment to the adult learner by providing greater accessibility to University resources.

CCDE enhances the university's service mission through non-credit programs in such areas as alcoholism/chemical dependency treatment services, graduate test preparation, human resources management, information technology, project management, and urban landscape design. Its Center for Technical Education offers courses for experienced tradespersons seeking licensure to teach at a Massachusetts vocational/technical school. CCDE also offers a number of programs that provide English instruction to speakers of other languages. In addition to traditional English as a Second Language (ESL) courses, these programs include intensive courses in university preparation and courses for business professionals in writing, oral communication, and accent reduction.

CCDE aims to be as flexible and responsive as possible in adapting its offerings to the needs and circumstances of a diverse constituency, and is continually developing new programs and seeking new clients. It is a means for public service, an opportunity for high-interest and special-application learning and teaching, and a mechanism for innovation in the curriculum of the university.

The Division of Corporate, Continuing, and Distance Education relies on practical and imaginative proposals both from within the University and from outside groups and individuals. It welcomes comments, suggestions, and requests for information about its programs. CCDE's phone number is 617.287.7900. You can reach the office by email at: continuing.education@umb.edu. On the World Wide Web the CCDE branch of the university's web site is: ccde.umb.edu.

*CCDE is supported solely by the fees it generates through its courses and other services.

Summer Sessions

CCDE administers the university's summer program of undergraduate and graduate courses. Students use summer session courses to fulfill university requirements, pursue further studies in their areas of major interest, or explore disciplines new to them. Many special programs scheduled during the summer feature field activities which allow participants to use the region's cultural, historical, and natural resources to investigate topics introduced in the classroom. In addition, the university offers programs of study on Nantucket Island in art, biology, counseling, and instructional design, as well as study abroad opportunities in Belize, the Caribbean, China, London, Egypt, and Mexico.

The summer sessions have an "open enrollment" policy: any person who has completed a secondary school education may enroll in most courses (subject to course prerequisites). Students enrolled in degree programs at the university should consult the Summer Bulletin for specific regulations that govern their registration in summer session courses. Further information can be obtained from the CCDE Office.

Winter Session

Each January the Division of Corporate, Continuing, and Distance Education offers a selection of courses at UMass Boston. Like the summer session, the winter session offers matriculated and non-degree students many courses of special interest, and provides an opportunity for matriculated students to accelerate their progress.

The Off-Campus and Weekend Program

Through CCDE, the university offers undergraduate credit courses during the evening at off-campus sites in Braintree and Boston's Copley Square, and on Friday evenings and Saturdays at the UMass Boston campus. These courses make it possible for persons to begin a college program or to take courses for their own personal and professional development at convenient times and locations while also fulfilling work or family obligations.

The off-campus and weekend program has an open enrollment policy similar to that of the summer session. Persons who successfully complete courses through the program are encouraged to apply for admission to the university as matriculated students. Once admitted, a student may apply credits earned through the program toward UMass Boston degree requirements. Credits earned in off-campus and weekend courses are also generally transferable to other colleges. Further information about off-campus and weekend course offerings may be obtained by calling the CCDE Office at 617.287.7900.

Corporate, Continuing, and Distance Education

Online Courses, Certificates, and Degrees

Each semester, CCDE offers a number of undergraduate and graduate courses, and several certificate and degree programs, in an on-line, web-based format. Online classes follow a specified academic calendar, but students may "attend class" where and when they want each week. All credit-bearing online courses have been developed by UMass Boston faculty, and carry the same academic credit as courses delivered in the traditional on-campus setting.

The following degree and certificate programs can be completed through on-line study:

Undergraduate Degree Program

BA in Community Studies (degree-completion program)

BS in Nursing for Registered Nurses

Undergraduate Certificate Program

Frank J. Manning Certificate in Gerontology

Fundamentals of Information Technology

Graduate Certificate Programs

Creative Thinking at Work
Gerontological/Adult and Family Nurse Practitioner
Gerontology (Focus on Management of Aging Services)
Instructional Technology Design
Instructional Technology for Educators
Orientation and Mobility

Graduate Degree Programs

MA in Applied Linguistics
MEd in Counseling (School Counseling track)
MEd in Instructional Design
MEd in Special Education: Orientation and Mobility
MEd in Special Education: Teacher of Students with Visual Impairments
MEd in Education (specialization in Vision Rehabilitation Therapy)
Ms in Counseling (Family Therapy track)
Ms in Counseling (Mental Health track)
Ms in Counseling (Rehabilitation track)
Ms in Gerontology (Management of Aging Services track)

Enriching the UMass Boston Experience: University-Wide Programs and Curricula

UNDERGRADUATE STUDIES

Staff

Maura Mast (Associate Vice-Provost, Undergraduate Studies), Brenda Gordon (Assistant Dean, Undergraduate Affairs), Anthony Petruzzi (Director, Writing Assessment), Harry Makrinos (Assistant Director, Writing Proficiency Office), Charlyn Warren (Staff Assistant), Britta Ashman (Administrative Assistant)

First-Year and Intermediate Seminars

The courses listed here are part of the general education curriculum for students in the Colleges of Liberal Arts, Management, Nursing and Health Sciences, and Science and Mathematics. They are offered through a number of CLA, CNHS, and CSM programs and departments. "G" courses are seminars satisfying the Critical Analysis Requirement, and are designed for students in their first two years at the university (with 60 credits or less) and for advanced transfer students in their first semester. Enrollment is therefore limited to students in these two categories. The seminars are taught at two levels:

1) First-Year Seminars, required of all students entering with fewer than 30 credits in Fall 2000 and thereafter; and

2) Intermediate Seminars, also required of those students, and required of transfer students entering with 30-89 credits in Fall 2001 and thereafter.

Courses satisfying the Critical Analysis requirement examine a topic or problem in some depth while addressing such academic capabilities as

- critical reading,
- critical thinking,
- clear writing,
- academic self-assessment,
- collaborative learning,
- information technology, and
- oral presentation.

First-Year Seminars

Unless otherwise noted, first-year seminars carry 4 credits and meet for 4 hours a week.

More information on these seminars is available from the University Advising Center.

Academic Support Programs

SEMINR 114G
Investigations Across the Curriculum
Working in teams and individually, students conduct library research; analyze and orally present arguments; and write and revise essays. Students ultimately evaluate the effectiveness of their own and others' arguments. Topics vary by section.
Prerequisite: CRW 111.

SEMINR 120G
Mind-Body Connections
The course examines traditional and modern views of the mind and body, for example the interaction between physical awareness and mental functions, and connects these views to study strategies. Physical exercises—adaptable for students with disabilities—are integrated into most class sessions.

SEMINR 122G
Communication Technology
This course explores historical and contemporary issues in communication technology. How have social, economic, and political interests influenced the development and use of communication technology? How has communication technology been used as a tool for education? What impact does the new communication technology have on the accessibility of information? Assignments include the use of the computer as a tool for critical analysis.

SEMINR 123G
Cuba Today and Yesterday
Why, for half a century, have we had almost no trade, tourism, or diplomatic relations with a country forty minutes away by air? Why have one pair of brothers—Fidel and Raul Castro—been the dominant figures in that country, despite the declared goal of eleven U.S. presidents of unseating them? Is any or all of this about to change? When we look at Cuba from this shore, what do we see and what do we miss? To raise and answer such questions, this course makes use of material from literature, history, journalism, film, economics, and even comic strips.

SEMINR 125G
Defining Freedom
This course is a First-Year Seminar for non-native speakers of English. By examining issues of race, class, and gender, participants look at what freedom has meant to different people in the United States. They are also asked to reflect on and write about their personal definitions of freedom, and to broaden and deepen the understanding they bring to their own historical situations.

SEMINR 126G
Aging and Wisdom
This course is a First-Year Seminar for non-native speakers of English. We will examine varied historical, cross-cultural, and literary views on aging and wisdom. Through a wide range of texts and genres, a visit to a nursing home and an interview with an octogenarian, we will take an in-depth look at the way individuals, society and families deal with and view the elderly and their concerns. We will analyze the causes and effects of these attitudes and how they relate to social and political expectations, policies and changes.

Africana Studies

AFRSTY 115G
Black Consciousness
This course examines the social, economic, cultural and political implications of the development of Black consciousness in twentieth-century United States. It considers the role played in these developments by Ida B Wells, WEB DuBois, Marcus Garvey, the Harlem Renaissance, the Civil Rights/Black Power movement, the Nation of Islam, and the Black Arts Movement. This course may count toward the Africana studies major.

American Studies

AMST 110G
US Society and Culture since 1945
The course focuses on three broad themes: work, family, and (im) migration, using all three to explore the diversity of American experience with regard to race, class, gender, and ethnicity (culture). This course may count toward the American studies major. Please note: Students may receive credit either for this course or for AMST 100 (American Identities), but not for both.
Diversity Area: United States.

Undergraduate Studies

Anthropology

ANTH 112G
Understanding Human Behavior
The course addresses issues of diversity through the use of cross-cultural/US-based readings and lectures. This material provides students with a backdrop against which they can begin to understand how culture (including their own) creates and sustains belief systems, including but not limited to constructions of race, class, and gendered systems of knowledge. Please note: Students may receive credit either for this course or for ANTH 100C (Culture and Human Behavior), but not for both.
Diversity Area: International.

ANTH 113G
Food and Society
This course explores how food is related to culture. Discussion topics include the origins of agriculture, food taboos, the social organization of eating, festivals, and feasting.

Art

ART 105G
Eyes on the Ball: The Art of Play
This course will focus on the broad definition of play in contemporary culture as experienced through the eye, body, and mind. It will seek to activate and heighten your senses and acumen in the artistic arena using the notion of play in various categories. We'll look at how play and games figure prominently in daily life through language, art, film, sports, and athletic competition. In addition to critical reading and writing there will be exercises and projects designed to make you more aware of our kinesthetic response to the daily visual stimuli all around us. The goal of this course is to enliven your notion of curiosity in order to make manifest the layered richness of your surroundings, develop critical visual literacy, and to play. You will also learn basic video skills and explore the poetic, empirical, experiential, and mundane. The course will be broken into three sections: Open Your Eyes: The Notion of Play; Mind Play and Mental Gymnastics: Playing Philosophical Ping-Pong with Language, and Win/Lose: Sports and Play.

ART 165G
Art, Image, and the Media
Our exposure to visual imagery is unprecedented and images created by means of camera-based media—photographs, digital images, film, television and video—have a profound influence on our lives. Through lecture/discussion, readings, critical viewing, and projects, this seminar examines these media while providing students with skills to critically assess them and their impact on society.

Classics

CLSICS 175G
Athenian Democracy
The Athenians of the fifth century BC were the first to develop a form of government that allowed all citizens to participate in decision-making. This course examines the historical developments that led to this democracy and its fruitful consequences in art, comedy, and philosophy. Please note: Students may receive credit either for this course or for CORE 110C (Cultural History), but not for both.

Communication Studies

COMSTU 102G
Personal Information and Privacy:
Others Gathering Personal Information About You
This course explores ways companies and the government gather personal information about you. It examines definitions and issues of personal rights and privacy. Topics may include compilation/building demographic databases; coding/grading customers; routing/using codes; sharing/selling customer data; surveillance/monitoring transactions; protection/your choices and your legal rights.

Economics

ECON 110G*
Economic Ideas
Presents basic economic concepts and tools of analysis in the context of current economic issues. Some of the issues that may be covered include: Pollution—How markets deal with externalities; Corporations/Imperfect competition and the allocation of resources; Income Distribution/How do economists explain booms and busts; Globalization/Free trade and managed trade. Understanding and evaluating the competing analytical paradigms within economics is a central focus of the course.

ECON 112G*
U.S. Health Care: Need and Greed
Provides an introduction and overview of how health care is delivered, with primary reference to the U.S. health care system, and with a particular focus on the role economics can play in understanding and evaluating the health care system. Examines the high-priority health and medical-care public policy issues facing the U.S. today and the mechanisms of the U.S. health care delivery system, compares the U.S. system to that found in other countries, and explores the changing nature of health and medical care and its implications for medical practice, medical education and research, and health policy.

English

ENGL 180G
Women Between Cultures
This course examines issues facing women balancing more than one cultural tradition as they navigate family expectations, gender roles, and schooling in the US. Participants read and write about literature and autobiographical accounts by multicultural women as well as research by educators, social scientists, and historians in order to explore their own paths between cultures.

ENGL 181G
Literature and Visual Arts
This is a course about the artistic aspects of literature. Students consider the nature of art-what it is, what it does, why it matters. The course analyzes a variety of works drawn from three genres-the short story, poetry, and drama. Topics include censorship, public funding for the arts, and contemporary critical theory.

ENGL 182G
"Race" and "Ethnicity" in 20th Century US Literature
Students read 20th century literature by writers from diverse cultural backgrounds to (a) explore authors' views of community insiders and outsiders, and (b) investigate representations of "race" and "ethnicity" as depicted in this literature.

Undergraduate Studies

ENGL 183G
Literature and Society
Introduction to the ways in which literary works represent a particular aspect of society, such as work, education, aging, or war. Close analytical reading of literary works with special attention to a writer's social milieu and choices of form (including figurative language and representations of speech), and how readers in varying social contexts have read and used the work.

ENGL 184G
Technology and the Soul
A contemporary focus on the pervasive effects and influence of electronic technology on our lives. This course looks briefly at the past and ponders the future through fiction and non-fiction, group projects, and guest speakers with diverse views on this subject.

ENGL 187G
Examining Consciousness
Participants study the representation of the brain by reading scientific writings, popular essays, personal narratives, fiction, and poetry. Discussions explore the history of the study of consciousness, current scientific research, mental illness, and the sociopolitical issues and cultural attitudes surrounding these. This is not a traditional science or psychology course.

French

FRENCH 150G
Self and Other in French Literature
A study of individual identity within communities of other selves, through close reading and analysis of literary works by major modern French writers (Gide, Mauriac, Camus, Sartre). These works represent a broad range of viewpoints, from atheist to agnostic to believer. The essential human questions they pose challenge students to re-examine their own education, beliefs, and actions. All readings are in English.

History

HIST 190G
Modes of Inquiry
This course focuses on the central activity of all academic fields: inquiry. Participants investigate the major approaches to understanding employed in the natural sciences, the social sciences, and the humanities. The course should be of particular interest to students undecided about their major.

Honors

HONORS 101
Honors First Year Seminar
This course addresses directly, in an introductory fashion, questions of how knowledge is created and communicated in a variety of situations: within academic disciplines, in different cultures, and under changing social and technological conditions. Concrete exercises allow students to explore their own creativity in relation to the opportunities and constraints posed by such situations. Individual instructors may introduce a central topic or theme as well. All sections provide focused instruction in active reading, convincing writing, critical thinking, and oral performance. This course may be used to satisfy the University's First-year Seminar requirement.
Prerequisite: Honors standing or permission of the program director.

Music

MUSIC 103G
Music as Experience
An introduction to the art of music including musical elements and the creative process, historical styles, forms and composers. Participants study the cultural significance of representative works, as well as music's relationship to the other arts. Please note: Students may receive credit either for this course or for MUSIC C110 (Listening Experience), but not for both.

MUSIC 105G
Music of the World
This course examines the power and function of music in panhuman context. Drawing on a wide variety of sounds and texts, students investigate the relationship between music and intellect, spirit, community, and environment. Special attention is given to how terms, concepts and values from various world musics illuminate and amplify our essential understanding of this human phenomenon. Please note: Students may receive credit either for this course or for MUSIC 110C (World Music), but not for both.

Nursing

NURSNG 107G
Understanding HIV Disease
This course provides a comprehensive overview of HIV disease. Scientific perspectives from virology, immunology, medical and epidemiological literature are presented. Selected works from the humanities describing the lived experiences of persons with HIV are also examined. The relationship between HIV disease and society is studied, including social, cultural, economic, policy, and moral/ethical issues. A comprehensive understanding of HIV is attained through the integration of multiple perspectives of this disease.

Philosophy

PHIL 104G
Justice, Punishment and Reparation
This course explores three topics: (1) Crime, Punishment, and Responsibility; (2) Truth, Historical Injustice, and Reparations, and how they converge; and (3) Transitional Justice. Topics include moral justifications of punishment, criminal responsibility and blame, the memory of historical injustice, reparations to historically wronged groups, affirmative action, and truth and reconciliation commissions.

PHIL 105G
Contemporary Moral and Social Problems
This course explores a number of important moral and social issues in the second half of the 20th century, including the bombing of Hiroshima to end World War II, and such issues as abortion, gun control, capital punishment, and mercy killing. This course may count toward the philosophy major with the permission of the Department.

PHIL 106G
Justice and Money
Does money buy justice? If it seems to, then is this really justice? The course begins with the question of distributive justice: How should the resources of society be allocated if that society seeks to be morally just? Participants study three major theories of justice, and also investigate who has what, and why, and how they get it. This course may count toward the philosophy major with the permission of the Department.

Undergraduate Studies

PHIL 107G
Self and Society
This course studies moral reasoning and the moral dilemmas we face as individuals and members of society. It examines philosophical theories of moral reasoning, and applies them to actual and literary situations. Studies focus first on moral problems associated with lying and deception, then on the development of moral character and its role in decision-making. This course may count toward the philosophy major with the permission of the Department.

PHIL 109G
Moral Debate in Society
This course studies some contemporary problems of social ethics, particularly abortion, the death penalty, affirmative action, and world hunger and global justice. It introduces various positions on these issues, and the justifications that have been offered to support them. This course develops each student's ability to articulate a position clearly and defend it persuasively. This course may count toward the philosophy major with the permission of the Department.

PHIL 110G
Equality and Justice
This course examines several forms of inequality: oppression and exclusion based on race and gender; the differences between born and unborn humans, and between humans and non human animals; and inequality in access to social goods such as health care. Participants examine issues of moral inclusion, justice and rights that underlie these inequalities.

PHIL 121G
Mind and Reality
This course introduces a number of the "big" questions that philosophers grapple with: Do the objects that we seem to see and touch really exist? Does each of us possess a non-physical mind that is distinct from our brain, or is consciousness nothing more than a brain process? Are all things that happen, including all of our behaviors, causally determined? Do we have free will?

PHIL 130G
Privacy
This course examines several of the current threats to privacy in the computer age related to drug testing, the assembling of personal information dossiers, genetic screening, privacy on the Internet, medical records, and workplace concerns. It makes use of philosophical, legal, and privacy rights. This course may count toward the major in philosophy.

Political Science

POLSCI 110G
Controversial Political Issues
This course uses case studies of conflict to build reading, writing, listening and speaking skills. The course aims to increase political literacy-the ability to analyze political problems. Participants study US and foreign controversies about the rights of citizens, minorities and immigrants; about the division of wealth and power; and about how legislatures, courts, and citizens resolve conflicts. Please note: Students may receive credit either for this course or for CORE 120C (Controversy), but not for both.

POLSCI 113G
Issues of Political Identity at the Turn of the Century
This course addresses the question of how and to what ends people choose a political identity, what it means to them, and what kinds of political commitments follow from it. Drawing on readings from across the disciplines, from fiction and the press, it examines political identity and some of the conflicts it can produce.

Psychology

PSYCH 140G
Measuring Intelligence
This course focuses on the broad topic of the measurement of intelligence. It looks at where the field of psychology has been in the past as well as how intelligence is quantified now. Participants discuss what measuring intelligence means for us personally and culturally, considering both the potentially positive and negative effects that this type of assessment can have. This course may not be counted toward the psychology major.

Study of Religion

RELSTY 112G
Religion, Politics, Sex, and Violence
This course covers three themes-religion and public life, violence and non-violence, sexes and sexualities. Students become familiar with a range of major religious thinkers and formulate their own constructive positions. This course may count toward completion of the Study of Religion Program.

Sociology

SOCIOL 110G
Insiders/Outsiders
This course examines issues of identity that prevent people from being part of communities and that interfere with those communities' abilities to embrace all of their potential members. Issues of class, race, ethnicity, sex, gender, and sexuality are examined in the context of power and inequality. Readings include autobiographical materials, scholarly articles in sociology and other fields, and analytical essays.
Diversity Area: United States.

SOCIOL 112G
Children and Human Rights
This course addresses children¿s rights in international perspective. We will look at difficult situations faced by children in several countries and assess the success or failure of the application of various laws/standards, especially the United Nations Convention on the Rights of the Child. Poverty, war, racism, ethnic conflict, and gender inequality will be addressed as causes of child labor, juvenile delinquency, trafficking in children, children in combat and sexual slavery and abuse.
Diversity Area: International.

Spanish

SPAN 125G
Understanding Language
This course explores the workings of human language, addressing such questions as how do we learn our native language, how do we use it? What is good language? Why is it so hard to learn a second language? Who makes the rules of a language? Social and scientific language issues are discussed, making this course a tool for general learning.

Undergraduate Studies

SPAN 150G
Travel Narratives: Latin America
This course examines the ways in which travelers to Latin America have described their impressions of the region. Participants analyze a series of readings beginning with Columbus' account of his first voyage to America, looking at both the information they convey about the continent and its people, and the ideology they promote.

SPAN 160G
Exile: The Latin American Experience
Written from afar, Latin American literatures of exile offer alternative representation of home and nation. This course examines the impact of exile on literary writing and personal and collective identities. Topics include: exile in literature/film, the imagined communities abroad, and exile and its impact on the global community.

SPAN 165G
Marvelous Fictions: The Latin American Novel
This course examines such concepts as cultural production, identity development, and politics as portrayed in the Latin American novel. We will study different regions of Latin America as well as some representative works.

Theatre Arts

THRART 102G
Contemporary Issues in Theatre
This course introduces students to the world of the theatre from a practical perspective, including script and scene study, elements of theatrical design, writing about theatre, and developing an appreciation of plays from a performance perspective. Performance is required. This course may count toward the theatre arts major as a course in dramatic literature.

THRART 105G
Multicultural Drama in the U.S.: 1956-Present
In this course we will read and discuss some of the most exciting and challenging plays written in the U.S. in the last 40 years. We will pay particular attention to how play writers assert their sense of identity, exploring various notions of race, class, gender, and sexual orientation.

THRART 108G
Plays from Page to Stage
Playwrights create works that get produced. How? By whom? Participants study how directors develop concepts; how collaboration with designers, actors, and technicians bears fruit; and how productions are promoted. The course also examines the rehearsal process, and looks behind the scenes to where sets and costumes get built, lights are hung, and tech rehearsals begin and build to opening night.

THRART 110G
Opera as Drama
Designed for students with little or no experience with opera. Participants explore the nature of drama; tragedy; melodrama; comedy; tragicomedy. Discussions also include the presentation of opera in terms of costume, spectacle, "acting" style, and other elements.

Women's Studies

WOST 120G
Women and Men in Families
Has feminism destroyed the traditional family? Would marriages last longer if women and men shared family responsibilities equally? Does society still need to make major changes if we want both women's rights and stable families? Participants read, discuss, debate, and make up their own minds on these issues. This course may count toward the major and the minor in women's studies.

Intermediate Seminars

Prerequisites for all Intermediate Seminars include ENGL 101-102, a First-Year Seminar (except for transfer students not required to take a First-Year Seminar), and 30 or more credits. Unless otherwise noted, Intermediate Seminars carry 3 credits and meet for 3 hours a week.

Africana Studies

AFRSTY 292G
African Caribbean Literature
This course examines the development and significance of Afro-Caribbean literature in the 20th century. Texts are examined both individually and in relation to each other. Emphasis is given to the development of post-colonial themes and techniques in Caribbean sociocultural contexts, asking what "post-colonial" means to writers of different Caribbean nations. This course may count toward the major or minor in Africana studies.

American Studies

AMST 212G
The US in the Eighties
This course examines the politics and experiences of President Reagan's "morning in America," including family life, work, and organized labor; changes in the pattern of wealth and poverty; the enlargement of the role of the media in culture and politics; and US interventions in Central America and elsewhere. The course may be counted toward the American studies major or minor.

AMST 240G
War in American Culture
The course examines American cultural productions (essays, novels, poems, films) centered on the nation's wars, focusing on the "American Way of War"; images of the soldier/veteran; and images of the enemy. Material is analyzed through the perspective of the Idealist, the Jingoist and the Dissenting—perspectives found in cultural artifacts dealing with America's wars. Counts toward the major in American studies.

Anthropology

ANTH 220G
Indigenous Peoples and Cultural Change in Amazonia
This course focuses on indigenous peoples of South America's Amazon region, and persistence and change in their cultures and histories, from 1500 to the present— especially in response to European colonizers, missionaries, modern states, and contemporary rain forest development. Participants consider the human rights issues involved, and critique conventional European representations of Amazonians, in ethnography, literature and film.

Undergraduate Studies

ANTH 221G
Controversies in Anthropology
This course focuses on two current controversies in anthropology in order to understand how controversies develop, how to evaluate various positions in a controversy, and the grounds for taking a stand in a controversy. It also introduces some basic concepts and methods of anthropological research. The course may be counted toward the anthropology major.

ANTH 222G
Aztecs and Spaniards in the Conquest of Mexico
The defeat of the Aztec Empire by a small band of Spanish soldiers led by Hernan Cortes permanently changed the way Europeans understood the world, at the same time that it subjugated Mexico's indigenous population to the institutions of colonial rule. Both sides of this important cultural encounter are studied through a close examination of narratives about the conquest written a few days or a few decades from the events themselves. The course may be counted toward the anthropology major and completion of the Latin American studies program.

ANTH 223G
Afro-Caribbean Religions
This course will examine a number of African-derived religious movements from the Caribbean region. The course will focus on the Santeria tradition of Cuba, the Rastafarian movement of Jamaica, and the Vodou religion of Haiti, with an emphasis on the historical and political background of these modern, diasporic religious movements. The class will use ethnographic, historical, musical, and literary sources to investigate the rituals and beliefs associated with each of these traditions. This course may be counted toward the anthropology major.

ANTH 224G
The Rise and Fall of the Maya
This course focuses on the rise and fall of the Maya civilization in Central America. It considers their origins; political, economic, and social organization; religion and ideology; their eventual collapse; and the contemporary Maya. Discussions include the latest theories and controversies in Maya studies. This course may be counted toward the anthropology major.

ANTH 227GL (ASAMST 227GL)
Multicultural Expression and Celebrations
In this course we will use the lens of celebrating different communities' ethnicities to explore ideas of transnational belonging as they relate to diaspora, ethnicity, and race in the contemporary United States. Using critical race theory, discussion about art and display, contemporary performance studies, culture history and anthropological theories about cultural migration, we examine the politics of ethnicity, racialized identity, and national belonging. We also assess the current goals for U.S. multiculturalism and its practical connections to multivocality. We end the course by discussing how effective the modern nation-state is for peoples of apparently different cultural backgrounds. In all our discussions we remain interested in the diversity of voices of women, men, the poor, children, the disabled, gay, lesbian, and bisexual people who may speak within, or for, a community.
Diversity Area: United States.

Art

ART 220G
Images of the Body
This course explores images of the body in a variety of media, including painting, sculpture, photography, film, video, and dance. Students will gain a critical awareness of how these images are constructed, by whom and for whom they are created, and the various ways they produce meaning. Topics will include: gender androgyny, sexual orientation, and the depiction of children

ART 268G
Photography and Society
Photographs have been used to record identity, document events, sell products, commemorate family milestones, and classify the material world. This course introduces students to the ways that everyday photographs shape our images of the past and present and examines where they came from, how we use them, and what values they encode. The course includes frequent writing assignments and group projects. It may be counted toward the art major.

Asian American Studies

ASAMST 227GL (ANTH 227GL)
Multicultural Expression and Celebrations
In this course we will use the lens of celebrating different communities' ethnicities to explore ideas of transnational belonging as they relate to diaspora, ethnicity, and race in the contemporary United States. Using critical race theory, discussion about art and display, contemporary performance studies, culture history and anthropological theories about cultural migration, we examine the politics of ethnicity, racialized identity, and national belonging. We also assess the current goals for U.S. multiculturalism and its practical connections to multivocality. We end the course by discussing how effective the modern nation-state is for peoples of apparently different cultural backgrounds. In all our discussions we remain interested in the diversity of voices of women, men, the poor, children, the disabled, gay, lesbian, and bisexual people who may speak within, or for, a community.
Diversity Area: United States.

Classics

CLSICS 210G
The Greeks
Many of today's debates—the role of women in society, how to share political power, our role in a seemingly chaotic world—were formulated by the Greeks 2500 years ago. In this course participants analyze and discuss literary, philosophical, historical, and artistic works in order to see what solutions the Greeks arrived at.

CLSICS 212G
Women in Ancient Greece
This course will introduce students to depictions of women in visual, literary, and documentary sources from Ancient Greece. We examine the roles women played in religion, medicine, society, and the family. We also consider philosophical inquiries into the role of men and women and look at the influences of slavery and war in Greek society.

CLSICS 215G
Women of Rome
This course introduces students to the world of women in ancient Rome. Through a close, interdisciplinary analysis of the

Undergraduate Studies

evidence—including depictions of women in visual, literary, and documentary sources, in addition to the growing body of secondary literature—participants become acquainted with the basics of feminist theory and some of the most important works of Roman art and literature. This course may count toward the major in classics.

CLSICS 220G
Myth in Literature and Drama: Orestes
The course studies ancient and modern versions of the myth of Orestes, who killed his mother to avenge his father, along with discussion of its religious, psychological, social, and political meanings. Homer, Pindar, Aeschylus, Sophocles, Euripides, Seneca, TS Eliot, Eugene O'Neill, and Jean-Paul Sartre are among the authors read. The role of myth in culture is discussed. This course may count toward the major or minor in classics.

Economics

ECON 212G
Economics of the Metropolitan Area
Why do some metropolitan areas prosper while others fall on hard times? This course examines the underlying economic forces that shape the development of metropolitan areas, paying special attention to policy issues regarding land use, housing, transportation, and poverty. The course may count toward the major in economics. *Prerequisite: (in addition to the prerequisites listed above for all Intermediate Seminars) ECON 101.*

English

ENGL 262G
The Art of Literature
This course explores and imagines the world of literature—the imagination as it finds creative expression in language. Why do we call some writing "literature"? What makes us label something "art"? Through fiction, poetry, and drama, participants learn about literary devices and terminology and develop an appreciation for the writer's craft.

ENGL 263G
The Art of Shakespeare
An introduction to Shakespeare's comedies, tragedies, and historical plays, with attention to his poetry, images, and themes. Attention is given to the nature of drama, issues of performance and interpretation, and the reading of Renaissance English. Students may receive credit either for this course or for ENGL 225C (Introduction to Shakespeare), but not for both. This course may count toward the major or minor in English.

ENGL 272G
The Art of Poetry
"If I feel physically as if the top of my head were taken off I know that it's poetry" (Emily Dickinson). Participants in this course read poetry, discuss poetry, write about poetry, and possibly write poetry in this introduction to the art and craft of poetry. Discussions cover such topics as slant rhyme, syllabics, synesthesia, free verse, the Elizabethan sonnet. This course may be counted towards the English major.

ENGL 273G
The Art of Fiction
Introduction to themes and forms of fiction. Close analytical reading of stories and novels with special attention to an artist's historical and cultural milieu, and to an artist's choices of form (including thematic repetition and variation, narrative point of view, setting, characterization, plot and action, imagery, figurative language, and representations of speech). Emphasis on writing critical and interpretive papers. Please note: Students may receive credit either for this course or for ENGL 204C (The Nature of Literature: Fiction), but not for both.

ENGL 274G
The Art of Drama
Introduction to themes in drama. Close analytical reading of plays with special attention to context. Focus on character development, figurative language, setting, imagery and action. Please note: Students may receive credit either for this course or for ENGL 203C (The Nature of Literature: Drama), but not for both.

ENGL 276G
The Art of Life Writing
Introduction to life writing. Close analytical reading of memoirs, personal essays, biographies and autobiographies with special attention to a writer's historical and cultural milieu, and to a writer's choices of form (including narrative points of view, setting, characterization, scene and summary, figurative language, and representations of speech). Please note: Students may receive credit either for this course or for CORE 120C (Controversy), but not for both. This course may count toward the major or minor in English.

ENGL 278G
Traits of the Irish Peasantry: Community and Culture in Pre-Famine Ireland
This course investigates how imaginative literature contributes to an understanding of the political and social history of Ireland in the decades preceding the great national disasters of famine and emigration in the middle of the 19th century. The course may be applied toward completion of both the English major and the Irish Studies Program requirements.

German

GERMAN 225G
History of Witch Hunts in Europe
How could over 100,000 persons have been executed for the crime of witchcraft in Europe during the 16th and 17th centuries? Using approaches from anthropology, women's studies, history, and folklore, the course investigates this complex phenomenon. Texts to be read also include primary documents (theological and scientific treatises, trial records, letters). This course may count toward the German studies major or minor.

History

HIST 203G
Leaders in History
This course studies six great world leaders, in order to understand political power and the role of the individual in influencing the course of history. Each example studied serves as an introduction to historical problems and periods, from ancient to modern. In the process, key concepts for understanding history are introduced and discussed. This course may count toward the major or minor in history. Please note: Students may receive credit either for this course or for HIST 202C (The Individual in History), but not for both.

Undergraduate Studies

HIST 224G
Revolutionaries
In the centuries since it exploded on the scene, capitalism has continued to remake the world. This course examines the capitalist revolution and the revolutions that followed—the French, the Russian, and others—as seen "from the bottom up," through the eyes of artisans, peasants, and wage workers. This course may count toward the major or minor in history. Please note: Students may receive credit either for this course or for HIST 223C (Revolutions in Modern History), but not for both.

HIST 290G
Globalization in Historical Perspective
The development of the world economy since 1750 and its relationship to other global phenomena: industrialization, social and cultural modernization, imperialism, and the worldwide adoption of the political model of the nation-state. The course provides a foundation in history for the discussion of contemporary issues.

Latin American Studies

LATAM 210G
Food, Culture, and Society in Latin America
This course explores the history and cultural significance of food in Latin America. Topics include indigenous agriculture; ritual uses of food; how European colonization changed food habits; the development and social impact of export crops; food and national identities; and problems of food self sufficiency. Assignments, including some field work, also examine food and cultural stereotyping. Counts toward the concentration in Latin American studies.

Modern Languages

MDNLNG 210G
Great Books
This course provides instruction and practice in the careful reading, analysis, and enhanced understanding of a limited number of great or classic works of literature, ancient and modern, from various national literary cultures. The readings acquaint students with culturally and/or aesthetically significant literature and heighten their awareness of the centrality of great literature to human experience. Please note: Students may receive credit either for this course or for CORE 150C, but not for both.

Music

MUSIC 205G
Introduction to Ethnomusicology
This course provides an introduction to ethnomusicology, the study of music across culture. The class will sample readings from the field's major figures together with sounds and images from the places they studied. Field methods and topical issues raised in ethnomusicology are discussed in class, then applied to the student's own research through several structured projects.

MUSIC 253G
Black American Music
A study of musical activity of Black Americans and the vital role it has played in the development of musical performance in the United States. The study includes an examination of the genres and styles that characterized the music from its earliest manifestations among a people in slavery to the rap beat of the late twentieth century.

Philosophy

PHIL 201G
Morals and Law
This course examines moral dilemmas within the law and the moral foundations of law in a democratic society. Current cases focus on moral foundations of justice, and include property rights, personal moral and political philosophy, and selected Supreme Court cases. This course may count toward the philosophy major.

PHIL 206G
The Idea of God
This course is intended to sharpen students' reading, writing, speaking, and thinking skills through the analysis and evaluation of "God" and related concepts, such as "ultimate reality," "spirit," "supreme being," and source for life." The course emphasizes critical thinking and requires a good deal of writing.

PHIL 207G
The Meaning of Life
Reading in this course centers around this question: Does life have meaning? If so, what is it? The course considers whether the question is coherent and whether religion, morality or the search for knowledge are possible answers to it. It also considers arguments that life is meaningless. Finally, discussions focus on what the rational attitude toward death should be. This course may count toward the major in philosophy.

PHIL 214G
The Idea of a Nation
This course examines concepts for designating groups of people such as "nation," "people," and "ethnic group." It inquires into the proper relationship between nation and state; the possibility and scope of a right to realize that relationship; the relation of class divisions to national identity; the specific features of American nationality; and the roots and means of resolving national and ethnic conflicts.

Political Science

POLSCI 230G
Globalization and Its Discontents
Today, the explicitly ideological term "globalization" is used to suggest convergences and to persuade diverse publics that one or another global policy is to the benefit of all. Both the advocates of political and economic globalization and their opponents sometimes use similar aspects of globalization to advance quite different platforms. This course explores contending points of view concerning diverse aspects of the "globalization debate."
This course may count toward the major in political science.

POLSCI 240G
Politics, Probability, and Human Health
We are bombarded with competing claims about risks to human health and how best to reduce them. Is cancer increasing or decreasing? Does cholesterol screening save lives or waste money? Are pesticide residues dangerous or harmless? How can ordinary citizens assess which claims are well-founded? What role does politics play in shaping what we know and do not know about disease trends, causes, and methods of prevention? Please note: Students may receive credit either for this course or for CORE 140C, but not for both. This course may count toward the major or minor in political science.

Undergraduate Studies

POLSCI 245G
Reading the Newspaper
The newspaper is the most familiar and widely used of all complex printed texts. It plays a critical role in a democratic society by supplying information citizens need in order to understand and make competent judgments about the world. By examining how a world-class newspaper goes about its business, the course seeks to help participants become more skillful, rigorous, efficient, and critically self-aware readers.

Study of Religion

RELSTY 204G
Buddha, Jesus, and Plato
This course addresses the world views expressed in the earliest writings associated with Plato, Jesus, and Buddha, focusing on their different answers to the question, "What finally matters?" Participants acquire skills in gaining an appreciative understanding of challenging views different from their own; thinking critically about religion and morality; and developing their own views about what finally matters. This course may count toward the concentration in the Study of Religion. Please note: Students may receive credit either for this course or for RELSTY 104C (Socrates, Jesus, Buddha), but not for both.

Sociology

SOCIOL 211G
Race and Power in the US
The focus of this course is a comparative look at three reparations movements: Japanese-American, African-American, and Native American. It addresses such issues as legislative and judicial strategies; and the historical and contemporary situations of these racial/ethnic groups in the context of race and power in US society. The course may be counted toward the major or minor in sociology. *Diversity Area: United States.*

Spanish

SPAN 200G
Boston Speaks
What languages do Bostonians speak? How do they work? What do our languages tell us about ourselves? This course investigates the underlying structure of Boston languages and how our perception of them—in terms of status, legitimacy, and complexity—are shaped by power relationships and human psychology. The course is taught in English.

Women's Studies

WOST 205G
Women and Adventure
We will read and analyze the life stories of unconventional women from a variety of different backgrounds and historical periods, in order to explore what "adventure" has meant to women. Readings will include biography, memoirs, letters, travel narratives, spiritual transformation stories, and other "true" narratives. We will ask how adventurous women have defined their quests and justified their violation of womanly norms of their day. This course may count toward the Women's Studies major or minor.

WOST 210G
Gendered Bodies
This critical look at human bodies in social context begins with the premise that embodiment itself is a socially constructed phenomenon rather than a fixed biological reality. Topics such as the beauty ideal, physical disabilities, and intersexuality will illustrate how perceptions of our bodies are shaped by social processes and how, in turn, these perceptions shape human experience.

Quantitative Reasoning Courses

Students completing the quantitative reasoning requirement will demonstrate the ability to

- pose problems involving quantitative relationships and real-world data by means of numerical, symbolic, and visual representations of phenomena;
- solve problems, deduce consequences, formulate alternatives, and make predictions;
- apply appropriate technologies in these processes; and
- communicate and critique quantitative arguments orally and in writing.

Mathematics

MATH 114QR
Quantitative Reasoning
This course covers the basic algebra and technological tools used in the social, physical and life sciences to analyze quantitative information. The emphasis is on real world, open-ended problems that involve reading, writing, calculating, synthesizing, and clearly reporting results. Topics include descriptive statistics, linear, and exponential models. Technology used in the course includes computers (spreadsheets, Internet) and graphing calculators.
Prerequisite: Math placement test score above the MATH 099 level.
3 Lect Hrs, 3 Credits

Political Science

POLSCI 221QR
Introduction to Quantitative Methods
This course is designed as a basic beginning course in quantitative methods for students in the social sciences who have little or no quantitative background. The course focuses on the "real world" application of basic quantitative methods to political and socioeconomic problems. Participants learn how to read statistical tables, collect and analyze data, make decisions on inferences based on these analyses, and present quantitative data in a convenient form. Statistical topics include descriptive statistics, the fundamentals of hypothesis testing, the general linear model, and probability theory. Technology includes computers (statistical software and the Internet).
Prerequisite: Math placement test score above the MATH 099 level.
3 Lect Hrs, 3 Credits

Writing Proficiency Requirement

The College of Liberal Arts and the College of Science and Mathematics requires students to demonstrate proficiency in writing by either passing a proficiency examination or submitting a satisfactory portfolio of papers before the beginning of the junior year. For a more complete discussion of the Writing Proficiency Requirement, see page 65.

ACADEMIC SUPPORT PROGRAMS

Staff

Mark Pawlak (Program Director), Susan Irvings (Director, Critical Thinking), Cynthia Jahn (Director, Subject Tutoring), Polly Welsh (Director, Directions for Student Potential; Assistant Director, English as a Second Language Center); Roberta Young (Coordinator); Carla Camillo (Receptionist)

The Office of Academic Support Programs offers comprehensive coursework and services with the goal of helping students to succeed in their studies. The focus of the program is on academic instruction and individual and group tutoring. Office location: CC-1-1300; 617.287.6550.

Academic Support Programs include the Critical Thinking Program; Mathematics Skills Program; English as a Second Language Center; Directions for Student Potential; Reading, Writing, and Study Strategies Center; Subject Tutoring Program; Mathematics Resource Center; and Graduate Writing Center.

Courses

The Office of Academic Support Programs offers a series of courses that introduce students to the principles of college-level learning and give them intensive practice in the use of those principles in their other courses. Two courses (CRW 111, CRW 112) introduce students to academic thinking; they focus on the critical reading and analysis of texts drawn from courses across the curriculum, and in the writing of academic papers. CRW 221 is a critical analysis and writing course for new transfer students. Three other courses (MATHSK 097, MATHSK 098, and MATHSK 099) focus on helping students successfully learn quantitative material that they will encounter in various courses. Additional courses for students whose native language is not English (ESL100A-F) offer intensive work in listening and speaking and in reading and writing for academic purposes; see "English as a Second Language Center" on page 142.

The faculty also teach several General Education First-Year Seminars, as noted below.

Courses

First-Year Seminars

SEMINR 114G
Investigations Across the Curriculum

SEMINR 120G
Mind-Body Connections

SEMINR 122G
Communication Technology

SEMINR 123G
Cuba Today and Yesterday

SEMINR 125G
Defining Freedom

SEMINR 126G
Aging and Wisdom

For a complete description of these courses, see the "First-Year and Intermediate Seminars" section of this publication.

Critical Reading and Writing Courses

The goals and capabilities of Critical Reading and Writing 111 and 112 are the same as those of First-Year Seminars. Students learn how to engage with and evaluate texts and issues drawn from the social sciences, humanities, and physical sciences.

CRW 111
Critical Thinking I
This course focuses on the critical thinking, reading, and writing needed to succeed in college level studies. Using materials drawn from various disciplines in the college curriculum, students develop their ability to recognize and discuss ideas. By learning to relate generalization to supporting ideas and to identify the patterns into which ideas are structured, students gain practice in applying effective strategies for understanding college material. The class meets on a regular basis in a computer lab where students use computers to develop these analytical capabilities and apply them to course work.
3 Lect Hrs, 3 Credits (Pass/Fail only)

CRW 112
Critical Thinking II
In this course, students gain experience in the processes of intellectual inquiry as it is practiced in the liberal arts and sciences. Through both oral and written presentations, they analyze and interpret readings taken from college-level texts. They learn to distinguish the methods authors use in developing their ideas and the differences and similarities among perspectives of various authors, as well as to recognize implications and to question authors' purposes. The class meets on a regular basis in a computer lab where students use computers to develop these analytical capabilities and apply them to course work.
3 Lect Hrs, 3 Credits (Pass/Fail only)

CRW 221
Interdisciplinary Critical Thinking
Students practice critical thinking strategies and examine transfer students' acquired knowledge by inquiring: How is knowledge transformed when it is transferred to new academic communities? Which discipline-specific expectations can students meet by depending on prior experience? How do research criteria and restrictions differ by discipline and learning institution? Which schemata and theories work across disciplines?
Prerequisites: Transfer students with 30+ credits, including ENGL 101 and ENGL 102.
3 Lect Hrs, 3 Credits

ESL Center Courses
While all ESL courses carry credit during the semester they are taken, only ESL 100D carries credit toward graduation.

ESL 100A
Speaking and Listening I
This course focuses on developing speaking and listening skills that will help students function in their other academic course work. Students participate in small-group work, make oral presentations, and report on firsthand research projects.
4 Lect Hrs, 4 Credits

ESL 100B
Reading Comprehension for College-Level Texts I
This course focuses on developing reading comprehension skills for college-level reading and must be taken in conjunction with ESL

Academic Support Programs

100C. Students are introduced to a range of texts and asked to develop and analyze their own reading strategies through class discussion and written responses to the texts they read.
Corequisite: ESL 100C.
4 Lect Hrs, 4 Credits

ESL 100C
Academic Writing I
This course focuses on critical thinking and the writing process and must be taken in conjunction with ESL 100B. Students learn to write critically about readings and develop strategies for brainstorming, organizing, and revising texts. Students are evaluated on the basis of a portfolio of written work.
Corequisite: ESL 100B.
4 Lect Hrs, 4 Credits

ESL 100D
Academic Writing II
This course focuses on critical thinking and the writing process and must be taken in conjunction with ESL 100E. The course engages students in academic writing and requires them to analyze and synthesize readings in order to produce formal essays. Students are evaluated on the basis of a portfolio of written work.
Corequisite: ESL 100E.
4 Lect Hrs, 4 Credits

ESL 100E
Reading Comprehension for College-Level Texts II
This course focuses on developing facility with complex academic readings and must be taken in conjunction with ESL 100D.
Corequisite: ESL 100D.
4 Lect Hrs, 4 Credits

ESL 100F
Speaking and Listening II
This course focuses on developing speaking and listening proficiency in academic study. Students are given practice with academic lectures, note-taking, and oral presentations.
Prerequisite: ESL 100A or Placement.
4 Lect Hrs, 4 Credits

Mathematical Skills Courses
Students who place into MATHSK 097, 098, or 099 must take these courses before satisfying the Quantitative Reasoning requirement.

MATHSK 097
Pre-Algebra Mathematics
This course aims to overcome students' fears of mathematics. It builds self-confidence through successful mathematics skill development and problem solving. It lays a mathematical foundation for the study of algebra and exposes students to the kinds of quantitative reasoning encountered in the social and physical sciences. Topics include whole numbers; fractions; decimals; percents; signed numbers; graphing; dimensional analysis; English and metric measurement; perimeter, area, and volume; mean, median, and mode; simple interest; and formulas.
Prerequisite: A suitable score on the mathematics placement test.
3 Lect Hrs, 3 Credits (semester credits but not graduation credit)
(Pass/Fail only)

MATHSK 098
Fundamentals of Algebra
A course for students who never studied algebra in high school, or who studied it long ago or ineffectively. Introduction to algebraic notation and concepts so that students will be successful in math, and in introductory physical and social science courses. Development of successful study and test-taking techniques. Algebraic expressions—simplification, combination, and evaluation; linear equations—solving, graphing, and using them to solve word problems; exponents; scientific notation; and proportions.
Prerequisite: A suitable score on the mathematics placement test.
3 Lect Hrs, 3 Credits (semester credits but not graduation credit)
(Pass/Fail only)

MATHSK 099
Intermediate Algebra
For students with a weak math background who want to develop skills for further work in mathematics or science courses. Covers basic high school mathematics. Topics include multiplying and factoring polynomials, linear equations and straight lines, fractional exponents and radicals, ratios of polynomials, quadratic parabolas, systems of simultaneous linear equations, and word problems. Generally limited to students with fewer than 3 years of high school math preparation.
Prerequisite: A suitable score on the mathematics placement test.
3 Lect Hrs, 3 Credits (semester credits but not graduation credit)
(Pass/Fail only)

UNIVERSITY HONORS PROGRAM

Faculty

Professor Rajini Srikanth, Director; Dick Cluster, Associate Director; Joyce Morrissey, Program Coordinator

The Program

Commonwealth Honors

The University Honors Program at UMass Boston is a "Commonwealth Honors Program." This designation is conferred by the Massachusetts Board of Higher Education on those honors programs that meet the Board's rigorous academic standards for honors programming.

Eligibility

The University Honors Program is currently open to students enrolled in all colleges at the university.

- the College of Liberal Arts
- the College of Management
- the College of Science and Mathematics
- the College of Nursing and Health Sciences
- the College of Public and Community Service

Eligibility depends upon evidence of academic achievement. Incoming freshmen and transfer students, as well as continuing students, are invited to apply for admission. Brochures and application forms are available in the Honors Program Office (Campus Center, second floor, Room 2002). An interview with the director of the program is required.

The Honors Curriculum

The Honors Program offers students an extraordinary opportunity to pursue their educational goals to the full extent of their interests and abilities. The program involves each student throughout his or her full course of study. It encourages academic excellence by bringing its members into intimate contact with like-minded fellow students and enthusiastic faculty members. The program's policies are guided in their implementation by an advisory board.

Students in the program take accelerated and enriched courses, meet together for presentations and discussions in a junior year colloquium, and complete senior honors projects under the guidance of faculty mentors. Students are encouraged to present their work at state and national conferences. A study area provides access to computers and a seminar room offers space for informal gatherings among students and faculty affiliated with the program.

On successful completion of the program and all graduation requirements, each student's official transcript carries the designation "University Honors Scholar."

Requirements

The Freshman Year (6 credits)

Students take

- an accelerated Honors section of English composition (some students may be advised to take an additional semester of composition.) and
- the Honors First-year Seminar (HONORS 101).

The Intermediate Level (12 credits)

Students are required to select four intermediate (200-) level honors courses (3 credits each); at least seven such honors courses are offered each semester. These courses are designed specifically for the students in the program by faculty invited to prepare honors courses in their areas of expertise and research interest. Each section is limited to 20 students.

Honors courses are drawn from a broad range of disciplines; they emphasize student participation and have as their objective the cultivation in students of a capacity for interrogation, analysis, and thoughtful examination of primary and secondary source material. These courses are interdisciplinary in nature, and students are encouraged to see connections and interdependencies across disparate fields of knowledge. The regular offerings of the Honors Program are enhanced by special-topics courses, under the rubric of HONORS 290. Recent seminars include, among others, permanent courses such as "Darwinian Medicine" and "Shapers of the 17th Century" as well as special-topics courses such as "Ugly Ogres or Gentle Giants: Multinational Corporations and Globalization" and "Appalachia." All intermediate- level courses may be used, by Honors Program students only, to meet university General Education requirements. Students in the Honors Program wishing to so use honors courses must have certification from the program director.

Junior Year Colloquium (3 credits)

The Colloquium is designed to prepare students to think like researchers by engaging a specific theme that varies from semester to semester. They begin by studying a relatively broad area of knowledge—for example, recent colloquia themes have included "Global Sustainability," "Nervousness," and "Sociology of Punishment"—and then learn how to articulate a workable research question from this material, find relevant primary and secondary texts that illuminate the question, assess the quality of these texts, and construct an annotated bibliography. The colloquium thus explores principles and methods of research common to many fields. Guest experts from the campus and beyond contribute to the conversation.

Senior Honors (3 to 12 credits)

To complete the University Honors Program, students are ordinarily expected to fulfill the Honors requirements of their respective majors or programs. Major programs vary significantly in the credits assigned to Senior Honors Projects. In cases of students majoring in areas that do not have senior honors, or if students wish to develop interdisciplinary honors projects, ad hoc faculty committees will be formed by the Honors Program. In such cases, the student receives 3 to 6 credits in HONORS 490 for successful completion of the project. All senior projects must be presented orally in some forum.

An alternative to the senior thesis is the Cross-Cultural Symposium, a two-semester experience in which students study in depth and from multidisciplinary perspectives an issue that has local and global significance. In the fall semester, students examine the topic through guided readings, guest lectures, and active classroom discussion. In the spring semester, the focus is on South Africa and its history, politics, and literature in relation to the country's HIV/AIDS epidemic.

The topic for the Cross-Cultural Symposium every alternating year is "International Epidemics."

University Honors Program

Additional Requirements

1. Students must show completion, through course work, placement test, or other evidence, of precalculus or statistics and intermediate proficiency in a foreign language, OR calculus and elementary proficiency in a foreign language.
2. Honors students must maintain a GPA of 3.2.
3. Honors courses may not be taken on a pass/fail basis.

Courses

Note: Typically, each of the courses described below is offered once every two years.

HONORS 101
Honors First-Year Seminar

This course addresses directly, in an introductory fashion, questions of how knowledge is created and communicated in a variety of situations: within academic disciplines, in different cultures, and under changing social and technological conditions. Concrete exercises allow students to explore their own creativity in relation to the opportunities and constraints posed by such situations. Individual instructors may introduce a central topic or theme as well. All sections provide focused instruction in active reading, convincing writing, critical thinking, and oral performance. This course may be used to satisfy the University's First-Year Seminar requirement. (Offered every year.)
Prerequisite: Honors Program membership, or permission of the program director.
3 Lect Hrs, 3 Credits

HONORS 226
Shapers of the 17th Century

A study of four figures whose lives and work illustrate the enormous creativity of the seventeenth century: Richelieu, Kepler, Rembrandt, and Leibnitz. Their diverse fields of achievement necessitate inquiries into history, politics, philosophy, mathematics, science, and art.
Prerequisite: Honors Program membership, sophomore standing at a minimum, or permission of program director.
3 Lect Hrs, 3 Credits
Mr Bookbinder

HONORS 241
Melancholia

Melancholy, a central culture idea of European civilization, has a long tradition reaching from ancient Greece to Freud. This course focuses on conceptual questions about melancholia such as its definition; the subjective qualities of melancholic states; and the relationship to clinical depression. Interdisciplinary readings will include medieval mystics, Renaissance thinkers, eighteenth-century scientists, nineteenth-century poets, and modern classics of medical psychiatry.
Prerequisite: Honors Program membership, sophomore standing at a minimum, or permission of program director.
3 Lect Hrs, 3 Credits
Ms Radden

HONORS 242
The Cold War: The Asian View

This course examines how the dropping of the atomic bomb and its justifications helped to launch the Cold War, as traditional assumptions about "oriental" combined with fears of Communism to create a "foreign other." Drawing a parallel with "subversive" and "deviant" domestic enemies, the course concludes by exploring how Asian revolutions shaped Cold War culture in the United States.
Prerequisite: Honors Program membership, sophomore standing at a minimum, or permission of the program director.
3 Lect Hrs, 3 Credits
Mr Hunt

HONORS 243
Modern Cuba

The history of Cuba has been marked by repeated movements for social equality, economic opportunity, national identity, and national sovereignty. This course examines these movements in five historical periods, from the abolitionist and independence movements (1800–1880), through the Fidelista revolution and the present day. The focus is interdisciplinary, drawing especially on history, literature, film, and economics. This course fills an international diversity requirement.
Prerequisite: Honors Program membership, sophomore standing at a minimum, or permission of the program director.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Cluster

HONORS 258
Darwinian Medicine

What can we learn about our health by taking an evolutionary perspective on disease, aging, pain, and trauma? The adaptations of our bodies and the adaptations of the parasites (germs and worms) that sometimes make us sick are produced by natural selection, and Darwinian Medicine is concerned with questions of adaptation:

Why don't we live longer than we do? Why do our bodies fall apart as we get old? Why do humans, alone in the animal kingdom, have menopause? Why are some germs fairly benign while others are virulent? (Isn't it bad for any germ to kill its host?) Why do we get a fever when we get sick? Should we suppress our fevers? Does sneezing benefit us by expelling germs that are making us sick, or does it benefit the germs by dispersing them? Why does nausea (morning sickness) accompany pregnancy? Why are children more finicky than adults about what they eat? The new discipline of Darwinian Medicine has generated some new questions, provided a few interesting hypotheses—and sometimes even produced answers!

Requirements include regular reading and participation in seminar-style course meetings, weekly quizzes on the readings, one short paper explaining a key concept, and one research paper involving some original work (e.g., generation of new information, analysis of old information, new synthesis of existing literature).
3 Lect Hrs, 3 Credits
Mr Ebersole

HONORS 290
Special Topics

Courses of special interest in selected fields drawing on the scholarly interests of faculty. Topics vary each semester. Examples include: Beethoven: Romance and Revolution, Reading Joyce, Environmental Crime and Justice, History of Social Protest, and The Islamic City.
Prerequisite: Honors Program membership, sophomore standing at a minimum, or permission of program director.
3 Lect Hrs, 3 Credits

University Honors Program

HONORS 380
Honors Colloquium
Through multi-disciplinary study of a topic chosen each semester, the Colloquium explores principles and methods of research common to many fields. Students trace scholarly controversies, frame hypotheses and questions, use print and electronic sources, display data in text and graphic forms, work independently and collaboratively, and present results orally and in writing. Each student prepares a prospectus for an individual research project. (Course offered every semester.)
Prerequisite: Honors student standing, or permission of program director.
3 Lect Hrs, 3 Credits

HONORS 490
Special Topics
Topical coverage in selected fields of scholarly interests directed by members of the faculty.
Prerequisite: Honors student standing, or permission of program director.
Variable Hrs, 3-6 Credits

PROFESSIONAL PREPARATION FOR EDUCATORS

The Department of Curriculum and Instruction in the Graduate College of Education offers various paths toward securing licensure for work in public and nonpublic schools. The department houses the **Early Education and Care in Inclusive Settings** major (non-licensure), the **Early Childhood Program of Study** (initial licensure), and the **Teacher Education Program** (initial licensure). Early childhood education as a field of study has evolved as the result of work with nearby public school districts and the impending need for early childhood educators who can staff the growing number of PreK classrooms in urban areas. Research indicates that early intervention rather than late remediation best prepares young children from disadvantaged backgrounds to succeed academically. Partnerships with key personnel from the public school districts of Boston, Somerville, Cambridge, Randolph, and other urban areas have strengthened the aims of the program. The result of this collaboration is a multilayered early childhood continuum that includes non-licensure and initial licensure degrees at the undergraduate and graduate levels.

Major in Early Education and Care in Inclusive Settings (EECIS)

The EECIS bachelor of arts degree program at UMass Boston is ideal for both entry-level and experienced early childhood practitioners. It is designed for individuals seeking leadership roles in the early childhood field. The program's specific focus is support for individuals who wish to work in early intervention and early childhood programs outside the public schools. With five concentrations, the program supports both those considering the field and those currently working in the field who wish to acquire the knowledge, skills, and experience critical to providing children and families with high-quality programs and services.

The EECIS BA program is a non-licensure program. Individuals who are interested in teaching in the Massachusetts public schools do need Department of Elementary and Secondary Education (DECE) licensure. That option is available at the undergraduate level by applying for the Graduate College of Education's **Early Childhood Program of Study** (see below) after having been accepted by either the College of Liberal Arts or the College of Science and Mathematics in an appropriate academic major. Licensure programs are also available at the graduate level for students who hold a BA degree.

Concentrations

1. Infant/Toddler and Early Intervention

   This concentration is designed for individuals who seek to work as developmental specialists with the Department of Public Health (DPH),* or as infant/toddler lead teachers under the Department of Early Education and Care (EEC). Students will develop skills in observing, assessing, and fostering the development of children from birth to three years of age. Internships will provide direct opportunities to work with infants and toddlers in inclusive settings. Students' current work site placements will be considered for internships whenever appropriate. Students seeking DPH certification must complete an internship in a DPH-approved program. (**pending DPH approval*)

2. Preschool Education and Care

   Practitioners who will work with preschoolers in Department of Early Education and Care (EEC) programs (both licensed and license-exempt) will want to explore this concentration. Students will learn to create positive environments, conduct curriculum and assessment for three- to five-year-olds, and foster family engagement. Internships in inclusive settings are woven into the fabric of the concentration, and may include placements in center-based, Head Start, or family child care programs. Internship placements in students' current work sites will be considered whenever appropriate.

3. Family Support and Engagement

   This concentration is for individuals who seek to work in Department of Early Education and Care (EEC) family child care; or to support families in their communities as a home visitor, parent educator, play group facilitator, parent group leader, family literacy specialist, outreach worker, and so on. Training in the facilitation of family engagement to support the development of young children is a key part of this concentration. Internships will be identified in inclusive, community settings working primarily with families.

4. Youth and Community Outreach

   Individuals who seek to work with school-aged children and youth in Department of Early Education and Care (EEC) programs as out-of-school-time leaders, or in enrichment and community service programs, will benefit from this concentration. Students will develop skills appropriate to supporting children and youth learning in informal settings, as well as forge links with and between families and community resources.

5. Administration and Supervision

   This is a concentration designed for students or current practitioners who aspire to become early childhood leaders as program directors; coordinators; youth, child, or family advocates; policy makers; early childhood specialists; or grant managers. Program participants will acquire skills in supporting educational outcomes, working with communities and families, financing, budgeting, navigating state and federal regulations and policies, supervising, and advocating. Internships will be focused on administrative roles in an inclusive setting, and current work site placements will be considered, as appropriate.

Note: Students may complete an additional concentration by taking the four additional courses required for a second concentration area.

EECIS graduates earn a bachelors of arts degree. This credential will grow in value as the early childhood workforce needs increase in coming decades. Demand for practitioners holding bachelor's degrees is expected to rise, due in part to new quality standards set forth by:

- the Boston initiative Thrive in Five
- Head Start
- National Association for the Education of Young Children (NAEYC) accreditation standards

Curriculum Plan

In general, the program's requirements consist of earning a total of 120 credits in the following areas:

General Education Requirements

- English 101 and 102
- First-Year and Intermediate Seminars
- Two Diversity courses
- Three Arts and Humanities courses, including both AR and HU
- Three Math and Science courses, at least one of which must be NS

Professional Preparation for Educators

- Three Social and Behavioral Science courses
- Elementary proficiency in a language other than English *and* two courses in World Languages or World Culture

EECIS Core Requirements

- Foundations of Early Intervention and Education for All Young Children
- Sociocultural Perspectives: Building Family, Community, and School Relationships
- Child Growth and Development: Birth to Age Eight—Including Special Needs
- Language Development and Literacy in Early Childhood
- Positive Learning Environments for Children with and without Disabilities
- Responsibility and Ethics in Early Education and Care
- Observing, Documenting, and Assessing in Early Childhood
- Two Internships in Early Education and Care

Concentration Requirements

- Two preselected required courses for each of the identified concentrations
- Two elective courses, chosen from preselected lists of recommended courses for each of the identified concentrations

Program of Study in Early Childhood, Teacher of Students with and without Disabilities, PreK-2 (Initial Licensure)

The Program of Study in Early Childhood at the Graduate College of Education enables students completing a major in a liberal arts or science area to acquire initial licensure for work in public schools with young children aged 3-8. The program, which requires completion of 30 to 36 credits, may be pursued in four consecutive semesters while completing major requirements in other fields. Graduates of the program are successfully employed in a rewarding field with strong prospects for job growth.

The Teacher Education Program (Initial Licensure)

The Teacher Education Program offers undergraduate students a four-semester sequence of education courses and field work, which meet the requirements for state certification at the elementary (1-6), middle (5-9), and secondary (9-12) levels. Certification for the middle and secondary levels is offered in biology, chemistry, earth science, English, French, history, Italian, Latin/classics, mathematics, music (N-9; 5-12), physics, political science, and Spanish.

To receive initial licensure, students must

- complete an undergraduate major in one of the liberal arts or sciences;
- complete the Teacher Education Program;
- pass the Massachusetts Tests for Educator Licensure appropriate to the certification sought.

Initial licensure qualifies one for employment as a teacher for a period of five years. The next step, professional licensure, is achieved through completion of a master's degree program or an equivalent program sponsored by the district in which one is employed. Professional licensure is currently renewable every five years.

The primary goal of professional preparation programs for education is to prepare educators who see the welfare of their constituents as their personal responsibility, and are driven to engage in critical inquiry about all facets of their educational work and its contexts. These programs are aligned with local, state, and national standards for school professionals, and legal and ethical requirements for "best" professional practice.

Program Requirements

Students complete both

- a major in the College of Liberal Arts or the College of Science and Mathematics, and
- 30 to 36 credits in the Teacher Education Program. The number of required courses will vary according to level—elementary, middle, or secondary.

Each student's program of courses in teacher preparation has the following general outline:

Foundations Course

"Contemporary Issues in Education" provides the opportunity for consideration of the purposes and content of education in the context of contemporary urban life. In examining some of the ways in which these issues can be and have been approached, students inquire into historical, sociological, cross-cultural, and philosophical work on education and schooling.

Pre-practicum Field Experiences

Early on-site experiences in observing, assisting, and teaching in the schools allow students to test their interest in teaching, to begin to apply theory to practice, and to develop powers of reflection and problem-solving. The two 1-credit pre-practica are offered in conjunction with specific courses to facilitate the making of connections between theory and classroom realities.

Pedagogy

A series of 3-credit courses requires students to inquire into the nature of learning and teaching for different ages and ability levels, in different subject areas. Students are called on to reflect critically on their own learning, and to become familiar with research findings on the development of concepts and skills in children and on the effectiveness of different modes of instruction. They design curricula and explore a variety of ways to assess student learning, and to use assessment as a means of improving instruction.

Final Practicum

The program concludes with the requirement of a full semester of student teaching in the schools. Students spend five days a week in their school placement and attend an accompanying seminar at the University. Toward the end of the semester, they are expected to take on the full responsibilities of the practicing teacher.

General Education Requirements

Students preparing for certification at the secondary or middle school levels should make course selections with their teaching career in mind while completing the university requirements for general education. Breadth in a number of disciplines, as well as facility in a second language, and solid literacy skills will provide a strong foundation for teaching.

Students preparing for the elementary education certificate must have at least 36 semester hours in upper and lower level arts and sciences coursework covering

Professional Preparation for Educators

- child development;
- composition;
- economics;
- geography;
- mathematics;
- science laboratory work;
- US government, including founding documents;
- US history from colonial times to the present;
- US literature;
- world history, including European history, from ancient times to the present; and
- world literature, including British literature.

Students should meet with their advisors in the University Advising Center to ensure that their general education course selections satisfy the above requirement.

Admission

Students are eligible to apply to the Teacher Education Program when they are nearing completion of the first half of their BA or BS degree requirements. Students in the College of Liberal Arts and the College of Science and Mathematics must have a minimum GPA of 3.00.

Students who wish to enter the program should apply during the preceding spring semester, no later than April 15. Applicants will be notified of the decisions of the admissions committee prior to the start of pre-registration. Applications will be accepted after the deadline dates as long as space is available. Application forms are available at the Teacher Education Advising Office (W/2) and at the University Advising Center (Campus Center, first floor).

For further information, contact the program office (617.287.7625).

Overview and Graduation Requirements

College of Liberal Arts

College of Science and Mathematics

TWO COLLEGES WITH SHARED REQUIREMENTS AND PROGRAMS

The Colleges of Liberal Arts and Science and Mathematics share the same general education requirements. Undecided students will be given the opportunity to choose between the College of Liberal Arts or the College of Science and Mathematics.

The Undergraduate Program

General Education

The purpose of general education is to acquire knowledge, capabilities, and attitudes that form a foundation for lifelong learning. Both the CLA and the CSM curricula emphasize the development of critical reading, analytic thinking, quantitative reasoning, and effective writing capabilities. In addition, students explore major areas of knowledge through course work in several areas described below under Distribution I and Distribution II.

The Major

To ensure that the breadth of learning developed through general education is balanced by in-depth understanding in at least one field, each student is required to complete a major program involving ten to twelve courses. Students should declare a major no later than the beginning of the semester immediately following the accumulation of 60 graduation credits. Transfer students who enter the university with 60 or more earned credits should declare a major during their first semester of residency. The major programs are designed to help students prepare for graduate school, for employment, or for thorough exploration of an area of personal interest. The College of Liberal Arts and the College of Science and Mathematics offer a total of 37 major programs, some of which are interdisciplinary, and many of which contain a number of alternative tracks. Students wishing to develop major programs of their own design may do so with faculty guidance through a special Individual Major Option.

Elective Courses and Programs

In addition to general education courses and major programs, students may complete their graduation credits with courses selected freely from any CLA or CSM department. Alternatively, students may complete their elective credits by taking organized course sequences: minors within departments, interdisciplinary and career-oriented programs of study, and programs offering certificates. Such programs, taken through the elective portion of the curriculum, can add further coherence to the undergraduate experience. These offerings are listed in the introductory pages of each college's section of this publication.

Diversity

In recent years many academic institutions have turned their attention to issues of human diversity within our pluralistic society in order to prepare students educationally for critical understanding of today's world. The composition of the student body and faculty at the University of Massachusetts Boston clearly reflects the diversity of the city, and of the nation as a whole. The campus and the university represent a community dedicated to inclusion, civility, and the understanding and appreciation of individual differences. Among the university's many diversity-related programs, its curriculum makes diversity a part of every student's education, by requiring two courses, one of which focuses on diversity in the United States, and the other on international diversity.

GRADUATION REQUIREMENTS

Both the CLA and the CSM undergraduate curricula are divided into three parts: preparation in general education; a major field of study; and electives that complement the major and provide the breadth and depth of a liberal education. To earn the bachelor's degree, all students must meet the general education, major, total credits, and grade point average requirements described here (requirements for the BS differ somewhat from those for the BA).

General Education Requirements

In keeping with the university's strong commitment to ensuring that each student's experience of learning is wide as well as deep, both the College of Liberal Arts and the College of Science and Mathematics maintain a carefully structured program of general education. Through it, students acquire the skills and habits of critical thinking, reading, and writing; and those of verbal and quantitative reasoning. They are exposed to the range of human diversity, and they discover how differing academic disciplines approach the acquisition of knowledge and understanding of the world. The general education requirements, described below, include

- Freshman Writing
- Critical Analysis (First-Year and Intermediate Seminars)
- The Writing Proficiency Requirement
- The Quantitative Reasoning Requirement
- The Diversity Requirement
- The Distribution Requirements

Freshman Writing

All CLA and CSM students must complete one year of Freshman Composition (ENGL 101 and 102, or the equivalent), unless they are granted a waiver. Together, these two courses focus on the fundamentals of expository writing and the presentation of research. The results of the English Placement Test require some students to take ENGL 099 before 101. As of Fall 1998, ENGL 099 does not count for graduation credit.

This requirement may be waived for eligible students. Complete information is available at the Department of English.

*The Critical Analysis Requirement**

This requirement consists of two courses:

1. a First-Year Seminar (to be taken ideally in a student's first semester after matriculation but certainly before accumulating 30 credits) and
2. an Intermediate Seminar (to be taken after accumulating 30 but before 60 credits).

First-Year Seminars treat particular topics in some depth while simultaneously assisting students in developing the habits of thought and the range of academic capabilities necessary for success in their future course work and life experiences. Taught in small groups, these seminars emphasize careful reading, critical thinking, and clear writing, along with information technology and literacy, teamwork, oral presentation, and academic self-assessment.

Intermediate Seminars are also small in size, often thematic or problem-oriented and interdisciplinary in nature, with the main topic treated in a more complex manner than in First-Year Seminars. Academic capabilities and habits of mind are taught at a more advanced level than in First-Year Seminars.

Both First-Year and Intermediate Seminars are offered by academic departments and may be identified in this publication by the suffix "G" after the course number. First-Year Seminars receive 100G-level numbers, and Intermediate Seminars receive 200G-level numbers. For complete descriptions of these courses, see the "First-Year and Intermediate Seminars" section of this publication.

The Writing Proficiency Requirement

Both the overall design of the general education curriculum and the materials and methods of individual courses assist students in acquiring critical skills. Foremost among these is the ability to present ideas clearly, correctly, and persuasively in English prose. For this reason, students are required to demonstrate proficiency in writing either by passing a proficiency examination or by submitting a satisfactory portfolio of papers before the beginning of the junior year.

In order to fulfill the requirement by examination, the student must write an acceptable essay based on 1) a set of readings and 2) a question designed to elicit evidence of both a thorough understanding of the readings and the ability to synthesize material, use evidence, draw inferences, and construct a well-organized response in good English. The examination is given twice a year, in January and June.

The portfolio is an alternative method of demonstrating writing proficiency, consisting of at least three course papers, acceptable in length and topic and certified for authenticity, and one paper written especially for the portfolio on a topic distributed by the Writing Proficiency Office. The portfolio may be submitted at any of the scheduled exam times and in October and March. In all cases, sign-up begins approximately six weeks in advance of the examination date or portfolio due date. See the Schedule of Courses each semester for these dates.

This requirement holds for all students who entered as freshmen in September 1978 or thereafter and for transfer students who entered in January 1979 or thereafter. Students absent for two or more years and readmitted since fall 1985 must also pass the requirement.

The writing proficiency requirement may not be waived unless a student has already earned an undergraduate degree, in which case s/he may petition for a waiver. For information, consult the Writing Proficiency Office.

As a rule, every student who is required to take an Intermediate Seminar (a 200G-level course) should complete the Writing Proficiency Requirement (WPR) at the end of the semester when he or she takes the seminar. Transfer students who will have earned 75 or more credits at the end of their first semester at UMass Boston should complete the WPR at the end of that semester, whether or not they are also required to complete an Intermediate Seminar.

Any student who has reached 75 or more credits without successfully completing the WPR may not continue to make full-time progress toward his or her degree (i.e., 12 or more credits per semester) before honoring the terms of a formal learning contract for completing the WPR. This learning contract will restrict the student's schedule for one semester, usually to a maximum of two courses or six credits; one of the courses may be a required writing course.

Students with 75 or more credits who have attempted but not passed the Writing Proficiency exam or portfolio must plan and sign a learning contract with a counselor in the Writing Proficiency Office

Graduation Requirements

by a date to be specified each semester. Students with 75 or more credits who have not attempted the exam or portfolio must plan and sign a learning contract with their college's associate dean for undergraduate education by a date to be specified each semester. Any student with 75 or more credits who has not completed the WPR and has not planned and signed a learning contract with the appropriate office by the specified date (see above) will be suspended. Any student on a learning contract who does not complete the WPR at the end of the learning contract semester will be suspended.

Please consult the Schedule of Courses for a detailed description of the exam and portfolio and the regulations surrounding it. Further information about the writing proficiency requirement, including sample exams and descriptions of courses designed to assist students in fulfilling this requirement, is available at the Writing Proficiency Office on the second floor of the Campus Center. Information is also available on the University web site at www.umb.edu/academics/wpr.

Please note that the Writing Proficiency Exam is not the same as the English Placement Test, which all students take upon entering the university.

The Office of Undergraduate Studies

This office (Campus Center 2-2100) is responsible for administering the university's general education program, including the policies and procedures that govern the writing proficiency requirement. Faculty and staff in the office provide assistance to students seeking information about these requirements.

*The Quantitative Reasoning Requirement**

The quantitative reasoning requirement is designed to enhance students' capacity 1) to pose problems that involve quantitative relationships in real-world data by means of numerical, symbolic, and visual representations; 2) to solve problems, deducing consequences, formulating alternatives, and making predictions; 3) to apply appropriate technologies; and 4) to communicate and critique quantitative arguments orally and in writing.

Students may meet this requirement in various ways, but most will do so by taking specially designed courses offered in a range of disciplines across the curriculum. These 100-level courses are designated by the suffix "QR." Besides completing one of these courses, a student may satisfy this requirement in other ways, as specified in the tables at the end of this section.

For complete descriptions of Quantitative Reasoning courses, see page 54.

*Please note that the Critical Analysis and Quantitative Reasoning requirements do not apply to students who matriculated before Fall 2000 with 29 or fewer credits.

The Diversity Requirement

To fulfill the diversity requirement, each student takes courses that touch on a range of human diversity, including race, gender, class, sexual orientation, culture (including national origin, ethnicity, and religion), age, and disability. The requirement consists of two courses, one with a focus on diversity within the United States, and one with an international focus. Students who enter UMass Boston with fewer than 60 transfer credits are required to take one course from each of the two categories. Students entering with more than 60 credits should take one course from either of the two categories. Courses meeting either the U.S. or the international portion of the diversity requirement are identified in this publication by a note following the course description. A list also appears in the Schedule of Courses.

Please note: To meet the diversity requirement, you must complete the appropriate diversity course(s) at UMass Boston. A transferred course may meet another requirement while not meeting the diversity requirement.

Distribution Requirements

As the university continues to expand and modify its offerings, various new course distribution requirements have been phased in during the past several years.

Please note: All distribution requirements that appear in this publication apply only to students who matriculated in Fall 2002 or later. If you matriculated before fall 2002, you must meet a somewhat different set of requirements. Be sure to check with your advisor if you are uncertain about how any of these requirements apply to you.

Requirements also vary according to the number of transfer credits a student matriculated with; some requirements can be met with transfer credit. The table on page 68 shows the applicability of general education requirements.

To develop a broad familiarity with the range of human knowledge, students must complete, or earn transfer credit for, certain courses

Distribution Requirements

Area	BA Requirements	BS Requirements
AR Arts HU Humanities.	3 courses, including both AR and HU.	1 AR course and 1 HU course.
MT Mathematics NS Natural Sciences	3 courses, at least one of which must be NS. Any mathematics course must be MATH 125 or higher (and identified as an MT course).	4 courses, at least one of which must be NS. Any mathematics course must be MATH 141 or higher (and identified as an MT course).
SB Social and Behavioral Sciences	3 courses.	2 courses.
WC World Cultures WL World Languages	Elementary proficiency in a language other than English and 2 courses,WC or WL or both	1 WC or WL course (if WL, at 102 level or higher).
Total Courses	11 courses.	9 courses.

Graduation Requirements

in four areas of study. These areas, and the codes sometimes used to refer to them, are

Arts, Humanities (AR, HU)
Mathematics, Natural Sciences (MT, NS)
Social and Behavioral Sciences (SB)
World Languages, World Cultures (WC, WL)

Three of the areas are subdivided. Many departments offer courses that meet the distribution requirement, and represent the areas and subdivisions. They are to be completed according to the table on page 68. The requirements for the BS degree differ somewhat from those for the BA.

Elementary Language Proficiency Requirement
Students can meet this requirement by

- completing or transferring in a college foreign language course at the 102 level or higher. If a student completes or transfers in two semesters of the same language (such as 101 and 102), the student will also meet the two-course WC/WL requirement.
- completing three years of the same foreign language in high school.
- completing at least one year of secondary or post-secondary education in a non-English-speaking school or university.
- scoring three or higher on an AP exam in a foreign language, or scoring 50 or higher on a CLEP exam in a foreign language.
- demonstrating proficiency to the appropriate language department or, if the language is not taught at UMass Boston, to the assistant director of undergraduate studies.

Please note: Students who have met this requirement may not take elementary language courses at UMass Boston in the language with which they met the requirement, or transfer such courses to UMass Boston, except in unusual circumstances. For further information about the requirement, please see the chair of the appropriate department.

Graduation Requirements

General Education Requirements (A Summary)

Requirement	Description, Comments	When to Complete It
Distribution Applies if you matriculated in or after fall 2002.	Eleven courses for BA students, nine for BS students, in seven areas of study. Elementary foreign language proficiency is required of BA students. See page 66 for details.	As early as possible.
Diversity Applies to all students.	One or two courses. See page 66 for details.	As early as possible.
First-Year Seminar Applies to many students.	A 100G-level course.	Within your first two semesters.
Freshman Writing Applies to many students.	A year of Freshman English (ENGL 101 or 101E; and 102 or 102E) or demonstrated proficiency equivalent to completion of ENGL 102 or 102E. Note: As a result of placement testing, you may be required to complete another courses before beginning ENGL 101 or 101E.	Within your first two semesters.
Intermediate Seminar Applies to many students.	A 200G-level course.	If you matriculated with 0-29 credits: between 30 and 60 credits. If you matriculated with 30-89 credits: during one of your first two semesters.
Quantitative Reasoning Applies to many students.	For the BA degree: To fulfill the QR requirement, one of the following: MATH 114Q, POLSCI 221Q, MATH 115, or placement into MATH129 or higher. Alternately, to waive the QR requirement and also receive a math distribution (M/ MT): MATH 125 or higher, ECON 205, or (as of fall 2004) PSYCH 270 or SOCIOL 270 (now 350). For the BS degree: MATH 135 or higher.	If you matriculated with 0-29 credits: by the time you have earned 45 credits. If you matriculated with 30 or more credits: by the end of your first semester.
Writing Proficiency Applies to all students.	An exam or a portfolio of papers. See page 65 for details.	By the time you have earned 75 credits; or, if you matriculated with 75 or more credits, by the end of your first semester.

Major Requirement

Students must complete the requirements for one of the majors offered by the College of Liberal Arts or the College of Science and Mathematics, as described in the departmental listings in this publication; or they may choose an individual major. Information on the individual majors curricula appears in the "Special Curricula and Programs of Study" section that follows below. Students who elect a double major shall complete all requirements of each major. No more than two courses at the 300 or higher level may be counted toward the fulfillment of both majors.

Total Credits and Grade Point Average

Students must acquire a total of 120 credits to graduate, of which at least 30 must be earned at UMass Boston. No credits earned in ESL courses, with the exception of ESL 100D, may count toward graduation. As of Fall 1998, MATHSK 097 and 098 do not count for graduation credit. As of Spring 1999, MATH 099 does not count for graduation credit. Students must maintain a cumulative grade point average of at least 2.0 in order to graduate. Individual departments may also have a GPA requirement for the major. For more complete information on retention standards, see the "Academic Regulations" section of this publication.

Bachelor of Science Degree

Students majoring in biochemistry, biology, and engineering physics earn a bachelor of science degree. Students majoring in chemistry, computer science, earth and geographic sciences, mathematics, physics, and psychology, have the option of earning a bachelor of science degree. Specific departmental requirements for this degree are listed in each department's section of this publication; most of them require students to take six semester courses in science outside their major discipline, in addition to completing all of the graduation requirements listed above for the bachelor of arts degree.

Courses Involving More Than One Department

Cross-Listed Courses

A single course may appear in this publication in the course listings of two or more different departments or programs. Such a cross-listed course may be taken for credit toward the requirements of all its departments/programs, unless otherwise indicated. Cross-listed courses are designated by the suffix "L". For example: HIST 160L (ASIAN 160L), East Asian Civilizations I. This is an introductory-level course (160) and a cross-listed course (as indicated by the "L") in history and Asian studies—in the "Asian

Graduation Requirements

Studies" section it will be listed as ASIAN 160L (HIST 160L). A single cross-listed course may not be taken more than once; i.e., a student who takes HIST 160L may not subsequently take ASIAN 160L.

Humanities Courses and Interdisciplinary Courses

Some courses, though taught by faculty of specific departments, have a broader focus. Others are taught by faculty from more than one department. All these courses are listed either under Humanities or under Interdisciplinary Courses, which are separate sections of this publication. The departments involved are listed in parentheses as a prefix to the course title.

Course Load for Full-time Students

Students may normally enroll for no more than five courses per semester. After a student's first semester, the student may take one additional course per semester under the following conditions:

1. the student's overall grade point average must be 3.0 (or above) or the student's grade point average for the previous semester must be 3.5 (or above); and
2. written permission must be secured from the Assistant Director for Undergraduate Studies in the Office of Undergraduate Studies (Campus Center 2-2100).

SPECIAL CURRICULA AND PROGRAMS OF STUDY

University Honors Program

The University Honors Program offers the academically talented student special challenges and opportunities. For complete information, see the "University Honors Program" section of this publication, or visit the Honors Program Office (Campus Center 1-1400).

Honors and Academic Distinction

Besides the opportunities offered by the Honors Program, and the awarding of the university's honors designations (see the "Academic Regulations" section of this publication), CLA and CSM recognize academic achievement in several other ways:

- Students who achieve a minimum grade point average of 3.20 for nine or more graded credits in a semester are named to the Dean's List.
- Most major CLA and CSM departments have special provisions for Senior Honors, ordinarily based on some combination of research, a directed thesis or project, and an honors seminar.
- Each year both CLA and CSM recognize seniors who achieve academic distinction in majors and programs and also award a number of named prizes at an Honors Convocation.
- Exceptional students are elected to membership in Alpha Kappa Delta, the National Honorary Society in Sociology; Beta Beta Beta, the National Honor Society in Biology; Omicron Delta Epsilon, the National Honorary Society in Economics; Phi Alpha Theta, the National Honorary Society in History; Sigma Pi Sigma, the National Honorary Society in Physics; and Psi Chi, the National Honorary Society in Psychology.

Individual Majors Curriculum

The Individual Major Option is intended for students whose interests and goals make it advisable for them to set up an individualized program of study that differs from programs with standard requirements. A student may develop a major program from existing interdisciplinary concentrations or design a major program drawn from the offerings of several academic areas in the university. A student seeking admission to this option will be expected to prepare a proposal containing an articulation of his or her interests and goals and an explanation of the relationship between these goals and the courses the student intends to take. Students who wish to earn a BS rather than a BA through an individual major must select the bulk of their courses, including upper-level courses, from the natural sciences.

The following guidelines have been developed for the implementation of the Individual Majors Curriculum.

GPA Requirement for Individual Major Option

Students must have a 2.5 grade point average in order to apply for the Individual Major Option.

Format of Proposals

In consultation with his or her advisor the student will prepare a proposal which contains

1. a selection of ten to twelve courses, at least six of which are at the 300 level or above, and one of which is designated in the proposal as a "methods of inquiry" course, designed to illuminate how different approaches to understanding fit together in the several disciplines to be studied.
2. a rationale for wishing to pursue an individual program of study.
3. an articulation of the student's interests and goals. If a student states professional or graduate school plans, then the proposal should show an awareness of the academic prerequisites.
4. a consideration of the relationship between the courses selected and the student's goals.

Evaluation of Proposals

1. Each proposal must be submitted to the student's advisor. The advisor may approve the proposal as written, may reject it as inappropriate, or may return it to the student with a request to resubmit the proposal in revised form.
2. All proposals initially approved by advisors are transmitted by the Office of Undergraduate Studies to the Joint Senate Committee on Majors, Honors, and Special Programs for evaluation.
3. Students should submit proposals to the Committee on Majors, Honors, and Special Programs before accumulating 60 credits, either before November 1 in the fall semester or before March 1 in the spring semester. Transfer students' proposals may be submitted in the first or second semester after matriculation but before the student attains 90 credits.

Preparation for Careers in Medicine and Law

The University provides special advising services as well as all the basic academic work necessary for students planning careers in medicine and the other health professions for which premedical courses in biology, chemistry, mathematics, and physics offer appropriate preparation. CSM welcomes participation in premedical studies by post-baccalaureate students—those with bachelor's degrees who wish to enroll in premedical courses as non-degree students. Further information about these studies for both matriculated and post-baccalaureate students can be found in the section of this publication on the Program in Premedical Studies and Health-Related Careers.

The university also conducts special advising programs for students considering legal careers. Program advisors suggest appropriate courses and activities and provide information about procedures for applying to law schools.

In past years, the percentage of UMass Boston applicants admitted to medical and law schools has been high. Interested students should contact the Premed/Prelaw Advisor in the University Advising Center (617.287.5519).

150-Credit-Hour Baccalaureate/MBA Program

This program is designed for CLA and CSM students who are interested in pursuing careers in management and who are able and motivated to undertake an intensive and demanding course of study. For students in the sciences, the program could offer, for example, the prospect of strong preparation for the biomedical and health care industries; while those in the arts and humanities might be interested in working toward careers in marketing, production, or management.

Participants receive the baccalaureate degree (either the BA or the BS), with a major in one of the CLA or CSM undergraduate disciplines, and the MBA degree from the College of Management. Those admitted to the program take a total of 96 undergraduate credits and 54 graduate credits for a total of 150 credit hours. This compares to as many as 177 credit hours if the baccalaureate and MBA degrees are pursued sequentially. The program, though carefully structured, is nevertheless flexible enough to accommodate seven or eight undergraduate elective courses. Interested students

Special Curricula and Programs of Study

should inquire about the program as soon as possible in their career at the university. Admission to the 150 credit-hour program is competitive and by application only. Information about the program and prerequisites is available from the Office of Undergraduate Studies and from the College of Management's Graduate Program Office.

Cooperative Education/Internship Program

The Co-op/Internship Program places UMass Boston students in work assignments which relate directly to their fields of study. The object of the program is to provide students with opportunities to apply what they learn in the classroom in practical work settings. For more information, see the "University Advising Center" section of this publication.

Directions for Student Potential Program (DSP)

Directions for Student Potential provides a pre-matriculation summer program for a selected group of students who lack the traditional credentials for admission to college, but who show promise of succeeding in a university environment with additional preparation. It offers intensive courses in college-level reading, writing, mathematics, English as a Second Language (ESL), and study skills. Those students who successfully complete the program are admitted to the College of Liberal Arts or the College of Science and Mathematics in the fall.

For Further Information

For detailed information about academic programs, statements of requirements, and course descriptions, refer to the sections for individual departments, programs, majors, and areas of study. Those seeking information about the range of offerings each semester should speak with departmental or program advisors and consult the schedules issued by the Office of the Registrar every semester.

College of Liberal Arts

COLLEGE OF LIBERAL ARTS

ADMINISTRATIVE OFFICERS

Donna Kuizenga, PhD	Dean
John Spence, PhD	Associate Dean
Pamela Annas, PhD	Associate Dean
Rosanne Donahue, MA	Assistant Dean
Susan Goranson, MA	Assistant Dean

CLA: A Commitment to Learning

The College of Liberal Arts at UMass Boston provides students with the opportunity to study a wide variety of disciplines, ranging from Art to Philosophy, from Africana Studies to Psychology. Courses in the liberal arts span disciplines, including the humanities, fine arts, and social sciences. A liberal arts education helps develop the skills essential for a career or for further study, including critical and creative thinking, written and oral communications, inquiry and analysis, intercultural knowledge and competence, skills for lifelong learning, and the ability to adapt to new situations quickly. College of Liberal Arts alumni have gone on to become physicians, lawyers, government workers, TV producers, sales representatives, commercial artists, elected officials, stockbrokers, teachers, writers, police officers, and more.

Close to 4,000 students—45 percent of the university's undergraduates—are currently working toward degrees in the twenty-six majors offered by the College's seventeen departments. These departments additionally offer degrees and/or certificates in thirty-five departmental, interdisciplinary, or intercollegiate programs. More than 400 graduate students are working toward the MA or MFA in eight departments, and over fifty are earning the PhD in Clinical Psychology. Moreover, most of UMass Boston's nearly 15,000 students take courses in the College of Liberal Arts. The College is a mainstay of both the University General Education Program and the University Honors Program.

Faculty in the College are strongly committed to teaching, and class sizes are limited so as to engage participants fully. Faculty members mentor students in Honors work, independent study projects, and internships; in addition, faculty often invite undergraduates to join in their scholarly and creative work. Faculty in the college do research at the cutting edge of their disciplines. College faculty participate in fifteen university research centers and institutes that bring research and creative achievements to the community.

All undergraduates are required to complete a major, allowing them to study a field in depth. In addition to the major, students may add further focus to their studies by completing a minor, program of study, or certificate. The rest of a student's program is made up of general education courses (see p. 46) and elective courses.

Academic Majors in the College of Liberal Arts

Africana Studies (BA)
American Studies (BA)
Anthropology (BA)
Art (BA)
Asian Studies (BA)
Classical Languages (BA)
Classical Studies (BA)
Criminal Justice (BA)
Economics (BA)
English (BA)
Ethics and Social and Political Philosophy (BA)
French (BA)
History (BA)
History and Archaeology (BA)
Individual Major Option (BS or BA)
Italian (BA)
Music (BA)
Philosophy (BA)
Philosophy and Public Policy (BA)
Political Science (BA)
Psychology (BS or BA)
Psychology and Sociology (BA)
Sociology (BA)
Spanish (BA)
Theatre Arts (BA)
Women's Studies (BA)

Academic Minors in the College of Liberal Arts

An academic minor is a coherent grouping of courses in a particular academic field of study, or an interdisciplinary field. Like the major, though reduced in scale, the minor is designed to familiarize students with a particular academic discipline in some depth. Minors are optional.

Africana Studies
American Studies
Anthropology
Art History
Chinese
Classical Languages
Classical Studies
Communication studies
Creative Writing
Criminal Justice
Dance
East Asian Studies
Economics
English
French
History
International Relations
Irish Studies
Italian
Japanese
Latin American Studies
Music
Philosophy
Political Science
Professional Writing
Psychology
Public Policy
Sociology
Spanish
Theatre Arts
Women's Studies

Cross-College Programs for CLA students

Asian American Studies Program

This program offers an interdisciplinary curriculum, including courses in literature, social science, and education, coupled with research opportunities and service linkages to diverse local Asian communities. The culminating experience of the program requires students to integrate theory and practice from prior course work by conducting a substantial research project or by participating in a supervised community-based internship.

College of Liberal Arts

Biobehavioral Studies

Students interested in animal behavior who are majoring in anthropology, biology, or psychology, may choose to participate in the Biobehavioral Studies Program as a specialized addition to their major. The program's goal is to provide students with a broad understanding of the various approaches to the naturalistic study of the behavior of all animals, including humans.

Cognitive Science Minor

Cognitive science is an interdisciplinary field concerned with furthering our understanding of the brain and mind: the development, underlying processes, and implementation of language, perception, problem-solving, learning, and other intelligent capacities. Many areas of scholarship—computer science, linguistics, philosophy, psychology, sociology, biological sciences, and engineering—share in this goal; this minor should appeal to, and benefit, majors in these disciplines.

Study in Philosophy and Law Program

Since 1998, UMass Boston has offered a Study in Philosophy and Law Program, which provides background in the philosophical and moral aspects of the law. This interdisciplinary program is administered by the Philosophy Department in collaboration with the Legal Education Services area of the College of Public and Community Service.

The Program in Science, Technology and Values

This program encourages students to examine the impact of science and technology on other aspects of society and to examine the impact of society on the directions taken in science and technology. Students can supplement their science or nonscience majors with courses in history, philosophy, politics, and many other fields, on topics that range from moral issues in medicine to science fiction, from media and information technology to economics and sustainable development. Premed and prelaw students especially will find that the STV program of study enhances their applications.

Latino Studies

This is an undergraduate intercollegiate program of study open to all students of every college at UMass Boston. The program's interdisciplinary character permits students in all majors to enhance their education by examining the history and experience of Latino populations in the U.S. At UMass Boston, we frame Latino Studies within the experience of people of Hispanic descent in the U.S. We posit that although Latinos continue to come from every country in Latin America, their predecessors have produced a history in the U.S. and contributed to its development through their work, attitudes, and culture, which spans four centuries, and that the interaction between those who were here before and those who are recent immigrants are part of a larger "Latino Project" in the U.S. This interaction takes place when several generations interrelate—i.e., U.S.-born Latinos who share spaces (same communities or barrios), and common conditions with Latin Americans of different national identities (for example, Dominicans, Ecuadorians, Columbians, Puerto Ricans, etc.) who may also self-identify with different racial and/or ethnic groups, work out their varying identities into a "situational" pan-ethnic identity that may be emerging as Latino. The complexities, contradictions, and richness of this newly emerging identity fosters an understanding of the intersection of race, class, ethnicity, national origin, language, and culture.

Minor in Management

CLA and CSM students may take a minor in management through a program offered in cooperation with the College of Management. This program permits students with a primary interest in science, mathematics, or one of the liberal arts disciplines to acquire skills and knowledge that will be of value in pursuing managerial careers. Admission to the minor in management program is competitive and by application only.

Teacher Education Program

The University of Massachusetts Boston currently offers an undergraduate teacher education program to meet the most recent certification requirements of the Commonwealth of Massachusetts. All prospective teachers complete a major in the liberal arts and sciences, many of them as CLA or CSM students, and will also be enrolled in the teacher education program. For more information, see the "Professional Preparation for Educators" section of this publication.

Technical Writing

Technical writers express scientific concepts and their applications clearly and precisely. The Program in Technical Writing (Computer Science) links the Department of English's offerings in expository writing with courses from the Department of Computer Science and culminates in an internship.

DEPARTMENT OF AFRICANA STUDIES

Faculty

Marc Prou, Associate Professor and Chair; Professors Chukwuma Azuonye, Robert Johnson, Jr; Associate Professors Jemadari Kamara, Barbara Lewis; Assistant Professor Aminah Fernandes Pilgrim; Lecturers Vicki Meredith, Tony Van Der Meer; Adjunct Associate Professors Quentin Chavous, Mark Freeman

The Department

The multidisciplinary and interdisciplinary academic field known as Africana studies seeks to explore, in an orderly, systematic, and structurally integrated fashion, Africa and the African diaspora. The broad educational purpose of the Department of Africana Studies at the University of Massachusetts Boston is to document and disseminate a specialized body of knowledge about the African experience in Africa, the Caribbean, and especially the United States. As a center of applied learning, the department will assist in preparing students for careers relevant to the development of the African world community and to the rectification of social ills created world-wide by individual and institutional racism. Please note: The Department of Africana Studies was formerly known as the Department of Black Studies.

Requirements and Recommendations

The Major

The requirements for an Africana studies major are consistent with the concept of Africana studies as a multidisciplinary plan of study designed to provide students with a wide range of knowledge and analytical skills, and with a firm grounding in an area of specialization such as history, the social sciences, or the humanities.

All majors are required to take ten courses in the department, to be selected according to the following guidelines:

- One of the ten courses must be AFRSTY 111 and two other courses are highly recommended: AFRSTY 101 and 110.
- At least three of the courses must be at the 300 level or above.
- Some of the ten courses may be taken outside the department, drawn from an approved list of related courses in other disciplines.
- Each student majoring in Africana studies chooses one of the following areas of specialization within the major: history, humanities, or social sciences. Students must take at least five of their ten major courses in their area of specialization, and at least one of their major courses in each of the other two areas. For the purpose of meeting this requirement, courses are classified as follows (please note that the same course may belong to more than one area)

A. Courses in history

- AFRSTY 101
- AFRSTY 110
- AFRSTY 102
- AFRSTY 108
- AFRSTY 111
- AFRSTY 220
- AFRSTY 225
- AFRSTY 230
- AFRSTY 250
- AFRSTY 310
- AFRSTY 335
- AFRSTY 340

B. Courses in the humanities

- AFRSTY 100
- AFRSTY 101
- AFRSTY 110
- AFRSTY 111
- AFRSTY 230
- AFRSTY 260
- AFRSTY 270
- AFRSTY 290
- AFRSTY 301
- AFRSTY 302
- AFRSTY 440

C. Courses in the social sciences

- AFRSTY 101
- AFRSTY 102
- AFRSTY 108
- AFRSTY 201
- AFRSTY 250
- AFRSTY 301
- AFRSTY 320
- AFRSTY 335
- AFRSTY 410
- AFRSTY 430

For the purposes of meeting this requirement, AFRSTY 480 (Topics in Africana Studies), 488-489 (Senior Thesis I and II), and 498-499 (Honors Seminar I and II) may be used as applicable in any of the three areas of specialization.

- Students in the history area must take, as one of their ten major courses, one of the following methods courses: AFRSTY 335 (Black Nationalism Before Garvey), AFRSTY 340 (Free African-Americans in the Era of Slavery), HIST 481 (Seminar in American History), HIST 482 (Seminar in African History).
- Students in the social science area must take, as two of their ten major courses, a theory course and a methods course in one of the social sciences. Courses on the following list are approved for this requirement; students wishing to use other courses to meet the requirement should first seek the approval of the department chairperson.

Theory courses

- ECON 201 (Microeconomic Theory)
- POLSCI 454 (Recent and Contemporary Political Thought)
- SOCIOL 341 (Elements of Sociological Theory)

Methods courses

- POLSCI 230 (Introduction to Political Analysis)
- SOCIOL 351 (Methods of Sociological Research)

Majors in Africana studies will be advised to supplement their work with recommended courses in other departments in order to understand the African experience within the broad framework of the world at large. Other requirements for Africana studies majors are consistent with general university requirements.

The Minor

Students may minor in Africana studies by taking six courses, selected according to the following guidelines:

- All minors take AFRSTY 110 and AFRSTY 111.
- All minors take four additional departmental courses above the 100 level; two of these must be above the 200 level.

Honors

Senior students with at least a 3.0 average will be given the opportunity to write an honors thesis under departmental supervision.

Transfer Credit Policy

The Africana Studies Department will accept up to 12 credits transferred from the Africana studies department of another accredited institution toward the Africana studies major, and 6 credits toward the minor.

Department of Africana Studies

Cross-Listed Courses

Courses followed by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example, "AFRSTY 350L (AMST 350L)," which is cross-listed with the Program in American Studies.

AFRSTY 115G
Black Consciousness

AFRSTY 292G
African Caribbean Literature

For a complete description of these courses, see the "First-year and Intermediate Seminars" section of this publication.

AFRSTY 100
introduction to African-American Literature
This survey course examines the writings of African-Americans who have made unique contributions to the African-American literary tradition. The course explores these writings in terms of their sociohistorical context, making use of analyses of character, plot, and symbolism. It gives particular attention to the writers' roles as social critics. Among the writers whose work may be considered are Frederick Douglass, Jean Toomer, Zora Neale Hurston, Richard Wright, Leroi Jones, Ernest Gaines, George Jackson, Alice Walker, and Toni Morrison.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Azuonye

AFRSTY 101
introduction to Africana Studies
This course presents an overview of the major theories in the field of Africana studies. It seeks to explore the Africana experience in a way that is orderly, systematic, and structurally integrated; and to convey an understanding of the cultural, historical, and political roots of this experience. The course focuses chronologically on major historical episodes through a study of ancient African civilizations, slavery, colonialism, and African liberation movements.
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Johnson

AFRSTY 102
The History of African-American Education
A comparative study of the history of African-American education from earliest times to 1954. (Course offered in the fall only.)
3 Lect Hrs, 3 Credits
Mr Prou

AFRSTY 108
African-American Social Movements
Concepts of social movements as well as the appearance of social movements among African-Americans in the nineteenth century. Examination of twentieth century African-American social movements, especially Marcus Garvey's movement, the Nation of Islam, the Civil Rights movement, and the Black Power movement. (Course offered in the spring only.)
Prerequisite: A course in sociology, political science, or history.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AFRSTY 110
African-American History I
An intensive study of the social, economic, and political history of African-Americans from the slavery period through the Civil War, with particular emphasis on the social and cultural antecedents of African-Americans, Abolitionism and the Civil War.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits
Ms Pilgrim and staff

AFRSTY 111
African-American History II
An intensive study of the social, economic, and political history of African-Americans from the era of Reconstruction to the present. Topics include the African-American during Reconstruction, racism in America, and a critical examination of the variegated patterns of African-American response to American social conditions in the late nineteenth and twentieth centuries.
Distribution Area: Humanities (HU).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Pilgrim and Staff

AFRSTY 112
African-American Religion Since 1900
This course identifies and discusses the growth of African-American religious beliefs and traditions, and considers their significance in terms of pluralism the African-American community. It also assesses the birth, growth, and role of Black faith within the context of Islam and African traditional religions.
3 Lect Hrs, 3 Credits
Staff

AFRSTY 120
African-American Religion Before 1900
An in-depth study of the origins, development, and expansion of the African-American church, as well as an examination of its function as a pillar of strength for African-Americans.
3 Lect Hrs, 3 Credits
Staff

AFRSTY 150
African Images in Literature
This course examines the different ways in which African writers have represented the continent of Africa by focusing on their struggle to develop authentic forms and images. Through the reading of selected folk tales, novels, and poems from different African societies, participants consider such issues as the influence of colonialism on creative writing; the politics of African culture; race and class; the images and status of women.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Azuonye

AFRSTY 201
The Roots of the African-American Family
An exploration of the social, economic, and religious issues affecting the African-American family.
3 Lect Hrs, 3 Credits
Staff

AFRSTY 220
Free and Slave in the New World, 1492-1888
A survey of African-American and Afro-Caribbean societies from the European settlement of the Americas to the abolition of slavery in Brazil. The geographical focus is on Canada, the United States, Mexico, Guyana, Brazil, Cuba, and the English-speaking Caribbean-primarily Trinidad, Jamaica, and Barbados. The course introduces students to the historical debate over the varieties of slave systems.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Prou

AFRSTY 225
The Origins of Caribbean Civiiizations
This course explores Caribbean society from the Columbian era to the period of emancipation. Taking an interdisciplinary approach, it focuses on the foundations of Caribbean civilizations in the English-, French-, and Spanish-speaking areas of the region. Special emphasis is given to the rise of African communities in the New World. (Course offered in the spring only.)
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Prou

AFRSTY 230
African-American Women's History
This course introduces students to the major issues in the history of African-American

Department of Africana Studies

women. Topics include the role of women in pre-colonial Africa, the slave trade, the female experience in slavery, free women, African-American women and religion, and the role of African-American women in the early twentieth century.
Distribution Area: Humanities (HU).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Pilgrim

AFRSTY 250
The Civil Rights Movement
This course examines the American Civil Rights movement as it developed during the period from 1954 to 1965, and as it changed during the period from 1966 to 1986. The course assesses the roles played by individuals, movements, governments, and political leaders in the process of social change.
3 Lect Hrs, 3 Credits
Mr Kamara and Staff

AFRSTY 260L (AMST 260L)
African-American Folklore
This course examines the development and the significance of African-American folklore through study of its various genres: music, tales, legends, shorter verbal forms, material culture, folk belief, and folk humor. Emphasis is given to both African survivals and Indo-European influences in these genres.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Azuonye

AFRSTY 270
The African-American Image on Stage, Screen and Television
The evolution and development of African-American characters and caricatures as they have been represented in theatrical, screen, and television presentations.
Prerequisite: Sophomore standing or permission of instructor.
3 Lect Hrs, 3 Credits
Staff

AFRSTY 280
The African-American Experience Through Music
An analysis of the varieties of African-American music. The course also examines the African roots of African-American music.
3 Lect Hrs, 3 Credits
Staff

AFRSTY 290
Introduction to Caribbean Literature
An introduction to Caribbean literature in the twentieth century with emphasis on its social and cultural origins, the forces that have shaped it, and its ideological function. Through the reading of literature from a number of different Caribbean islands, *participants seek to understand the diversity of approaches to such issues as national identity, the nature of the self, history, and the status of women.*
3 Lect Hrs, 3 Credits
Mr Prou

AFRSTY 301
African-American Intellectual Thought
A survey course of the significant writings of African-Americans from the period of Emancipation to the present, with special reference to issues concerning the educational, political, sociological, and psychological status of African-Americans in the United States.
3 Lect Hrs, 3 Credits
Mr Kamara

AFRSTY 302
Martin and Malcolm X
An examination of the philosophical and ideological frameworks of Martin Luther King and Malcolm X. Their impact on African-American social movements, on modern American social and political life, and on the Third World is also considered. (Course offered in the spring only.)
3 Lect Hrs, 3 Credits
Mr Kamara and Staff

AFRSTY 310
Modern Caribbean Society
This course undertakes a descriptive and interpretive analysis of the growth of the modern English-speaking Caribbean society. Although the focus is specifically on the period 1918-1962, the class looks at that period in the historical context of colonialism and slavery in the new world (the Americas), and of the social and political attitudes shaped and derived from that period. Special attention is therefore given to the salient racial, social, political, economic, and religious issues that have significantly influenced and contributed to the complex social relations of present day Caribbean society.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Prou

AFRSTY 320
Problems in Urban Education
This course looks at the relationship between young people growing up in the cities and the efforts to reform urban schooling. The course examines the cultural, social, economic, and political dimensions of formal "education" in the city. Questions posed include: What is education? Why educate? Who is educated in the city? What impact does urban education have upon its recipients and their families, culture, community? What is the relationship between urban education and the American social order? (Course offered in the fall only.)
3 Lect Hrs, 3 Credits
Mr Prou

AFRSTY 330
The Politics of Southern Africa
A study of politics in modern southern Africa. The nature and rise of national consciousness and the process of liberation in Mozambique, Angola, Zimbabwe, Namibia, and South Africa are explored. Also analyzed are the implications of the political process of southern Africa throughout the world.
3 Lect Hrs, 3 Credits
Staff

AFRSTY 335
African-American Nationalism Before Garvey
This course explores the theme of African-American nationalism and the question of racial identity in the period from the American Revolution to World War I. Topics include the emergence of "back-to-Africa" movements, African-American communities in Canada, resettlement in the French- and English-speaking Caribbean, the African-American response to white colonizers, the establishment of African-American utopian communities, and western migration during Reconstruction.
Prerequisite: Permission of instructor.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits
Mr Johnson and Staff

AFRSTY 340
Free People of Color in the Era of Slavery
This course focuses on the emergence of free African-American communities in the United States from the early colonial era to the Civil War. Topics include the development of free and slave status, African-American involvement in the Revolution, the abolition of slavery in the North, the position of Southern free African-Americans, the growth of independent African-American churches, African-American abolitionists, the convention movement, and the response of free African-Americans to the Civil War.
Prerequisite: AFRSTY 101 or 110.
3 Lect Hrs, 3 Credits

Department of Africana Studies

AFRSTY 341
Building Democracy in Africa
This class will review the problems of state development in Africa and the extent to which democratic solutions can resolve those problems. We will do so by examining two broad themes in literature on African politics: political structures and political cultures. We will review these themes across three categories of states in Africa—successful states, marginal states, and failed states. This class will appeal to students who wish to expand their understanding of Africa and non-Western political and economic systems.
Diversity Area: International.
Mr Kew

AFRSTY 350L (AMST 350L)
Race, Class, and Gender: Issues in US Diversity
This course deals with the interrelationship of race, class and gender, exploring how they have shaped the experiences of all people in the United States. Focusing on race, class and gender as distinct but interlocking relationships within society, the course examines both the commonalities and the differences that different historical experiences have generated.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Staff

AFRSTY 352L (AMST/ENGL 352L)
Harlem Renaissance
This course focuses on major texts of the Harlem Renaissance within contexts of modernism, history, and the development of an African American literary tradition. The course will examine how literature creates and represents real and "imagined" communities and will explore the diverse and often contradictory roles that literature plays in shaping, resisting, and reinforcing cultural discourses.
Prerequisites: ENGL 101/102, and ENGL 200 or 201 or 206 or 235 or AFRSTY 100; or permission of the instructor.
3 Lect Hrs, 3 Credits

AFRSTY 360
African-Americans in US Milltary History
This course explores the role of African-Americans in the military, and the impact of war on the African-American community, from the Revolutionary War to Vietnam.
Prerequisite: AFRSTY 110; junior standing or permission of instructor.
3 Lect Hrs, 3 Credits
Staff

AFRSTY 410
African-American Urban Politics
An examination of the dynamics of African-American politics in the urban setting.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Kamara

AFRSTY 420
Race, Class, and Political Modernization
An exhaustive treatment of the evolution of the American sociopolitical system and the role and function of African people and Third World nationalities within that system. Special attention is given to the interplay between racial oppression and class exploitation as factors in the political process.
3 Lect Hrs, 3 Credits
Staff

AFRSTY 430
Race and the American Legal System
This course focuses on the historical relationship between race and the American legal system. It examines the social forces and events that precipitated major court decisions and legislative enactments from slavery to the present.
3 Lect Hrs, 3 Credits
Mr Johnson and Staff

AFRSTY 440
Post-Colonial Literature: Africa and the Caribbean
This course examines contemporary African and Caribbean literature in its historical, cultural, and intellectual context. Emphasis is on the ways different writers have attempted to develop new literary forms in order to create authentic images of their cultures and communities. The course also looks at the continuing influence of colonialism on the literary and social life of these communities. There is no prerequisite, but AFRSTY 290 is strongly recommended.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Azuonye

AFRSTY 478/479
Independent Study
Students may conduct independent research under the supervision and guidance of members of the faculty. Students wishing to register for independent study must do so through the department.
Hrs by arrangement, 1-3 Credits

AFRSTY 480
Topics in Africana Studies
Intensive study of special topics varying each year according to instructor.
Prerequisites: AFRSTY 110 and junior or senior standing as an Africana studies major.
3 Lect Hrs, 3 Credits

AFRSTY 484
Departmental Seminar
A dialogical examination of selected topics as they impinge upon segments of the African-American community. These topics are treated with a view toward solutions.
3 Lect Hrs, 3 Credits

AFRSTY 488
Africana Studies Senior Thesis I
Study in depth of a topic chosen by the student in consultation with an honors advisor, and a paper written with the approval and under the direction of an honors advisor, normally related to work done in the honors seminar (AFRSTY 498-99). Honors are awarded on the basis of performance in the honors seminar, evaluation of the paper by the Africana Studies Concentration Committee, and 3.0 overall average.
Prerequisites: AFRSTY 498 and 499 and permission of the department. Hrs by arrangement, 3 Credits

AFRSTY 489
Africana Studies Senior Thesis II
See AFRSTY 488.

AFRSTY 498
Africana Studies Honors Seminar I
An interdisciplinary seminar for students admitted to honors, and to a limited number of other highly qualified students.
Prerequisites: 3.0 overall average and permission of the department.
3 Lect Hrs, 3 Credits

AFRSTY 499
Africana Studies Honors Seminar II
See AFRSTY 498.

AMERICAN STUDIES PROGRAM

Faculty

Rachel Rubin, Professor and Chair; Professor Judith Smith; Associate Professor Shirley Tang; Assistant Professors Lynnell Thomas, Bonnie Miller, Marisol Negrón, Aaron Lecklider; Lecturers Paul Atwood, Patricia Raub, Phillip Chassler

The Program

The American Studies Program offers students the opportunity to explore the rich diversity of the United States—its peoples and their cultures. Students develop the kinds of broad historic and intercultural perspectives from which they can understand their own experiences—as well as those of other Americans—by studying literature and history; music, TV and film; institutions such as religion, family, politics and government; and social and scientific thought and belief-systems. The program gives special attention to racial, ethnic, gender, class and regional dynamics in the nation's past and present, and to the various forms of media and popular culture that shape and reflect them.

Requirements and Recommendations

The Major

The American studies major requires ten courses (30 credits). Five of these must be upper division and six must be American studies courses. The rest can be chosen from an approved list of some 100 related courses offered by other liberal arts departments and programs. Students can take up to two independent studies courses as part of their major. For students undertaking a double major, two related courses-including cross-listed courses—from the other major can be counted toward the American studies major. The American studies major has a special track for students interested in receiving teaching certification. The American studies handbook provides complete information about this option and related courses.

Courses for the major are distributed as follows:

A. One required introductory course:

- AMST 100 (American Identities) or AMST 110G (U.S. Society and Culture Since 1945)

B. Two courses to complete the discipline-based survey requirement:

- Either AMST 210 (American Dreams/ American Realities) or HIST 165 (American History I) and
- HIST 166 (American History II)

C. Three "Modes of Analysis" courses chosen from among the following four areas:

1. Historical analysis:
   - American Studies decades courses—202, 203, 204, 205, 206, G212
   - AMST 210 (American Dreams/ American Realities)
   - AMST 240G (War in American Culture)
   - AMST 311L (American Oral History)
   - ANTH 240 (Historical Archeology)
2. Ethnographic analysis:
   - AMST 270L (North American Indians)
   - AMST 301L (Childhood in America)
   - AMST 383L (Men's Lives in the U.S.)
3. Literary analysis:
   - ENGL 200 (Literary Studies I)
   - ENGL 300 (Literary Studies II)
   - ENGL 320 (Autobiography)
   - ENGL 325 (Narrative in the Novel and Film)
   - ANTH 368 (Myth in Cultural Context)
4. Media analysis:
   - AMST 101 (American Popular Culture)
   - AMST 215 (America on Film)
   - AMST 235 (Social History of Popular Music)
   - AMST 310 (TV in American Life)
   - AMST 349L (HIST 349L) (Cold War: Rise and Fall)
   - ART 265 (Film Analysis)
   - POLSCI 365 (Politics of Communication)
   - WOST 220 (Women and the Media)

D. Three electives:

To give coherence to their program of study, we encourage students to focus three of their elective courses within the major in one of the following areas:

1. Literature and History
2. Media/Popular Culture Studies
3. Gender and Sexuality
4. Race and Ethnicity
5. The US in Global Context

E. The Senior Capstone Project:

The capstone, or final project requirement, can take two forms that direct students to the most appropriate culmination of their major/minor studies in terms of their post-graduate plans: immediate entry into the work force, continued study in a graduate program, or teacher certification. Prerequisites for the capstone are junior-level standing and three American studies courses. Capstone options include

- A 400-Level Research Seminar: recommended for students who are interested in teaching and graduate study. An alternative is an independent study (AMST 478, 479) that will lead to a research-based paper or project, under the sponsorship of an advisor.
- A supervised three- or six-credit internship: recommended for students entering the work force directly (AMST 490, 491). Students should select an internship the semester before they wish to do one, in consultation with an American studies faculty advisor and the Office of Co-op Education and Internships. Students are evaluated for the Internship by their academic advisor, based on the reports of their work supervisor and their academic advisor's assessment of the work they have produced during the term. A six-credit internship is recommended for students engaged in a long-term (two-semester) work project; this project must result in a substantial piece of applied research (see American Studies Undergraduate Handbook for complete details).

American studies majors who are doing a double major or a minor in related departments or programs are encouraged to take advantage of internship and field work opportunities in those fields.

The Minor

Requirements for the minor include:

A. Six courses (18 credits), three of which must be at the upper level, and three of which must be American studies courses.

B. One of the following discipline-based survey courses:

- AMST 210 (American Dreams/ American Realities)
- HIST 165 (American History I)

C. One 300-level course and one 400-level capstone course.

D. Students can count one independent study course and one three-credit

American Studies Program

internship toward completion of the American studies minor.

It is recommended that students take three of the courses in one of the following five focus areas:

1. Literature and History
2. Media/Popular Culture Studies
3. Gender and Sexuality
4. Race and Ethnicity
5. The US in Global Context

Students majoring in another discipline can count two related courses from their major toward an American studies major, and one toward their minor, including cross-listed courses.

Pass/Fail Option

American studies majors and minors can take only one course pass/fail for their program of study.

Transfer Credit Policy

Students must take at least five of their American studies courses for their major at UMass Boston, and can transfer in no more than five courses to meet their major requirements.

Honors and Awards

Students who wish to write an honors thesis must have a cumulative average of 3.3 in the major and an overall grade-point average of at least 3.0. They must take one 400-level research seminar and enroll in AMST 498, where they work under the supervision of a faculty advisor. (See the American Studies handbook for complete details.)

Each year the American Studies Program chooses a student with a strong academic record to receive the American Studies Book Award, which is presented at the Honors Convocation.

The American Studies Founder's Award of $350 is given to a graduating senior in American Studies who has done outstanding work in the program, as attested to by two or more faculty who teach in the program. See the American Studies Undergraduate Handbook for complete details.

Cross-Listed Courses

Courses followed by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example, "AMST 260L (AFRSTY 260L)," which is cross-listed with the Africana Studies Program.

Courses

AMST 110G
U.S. Society and Culture Since 1945

AMST 212G
The US in the Eighties

AMST 240G
War in American Culture

For a complete description of these courses, see the "First-year and Intermediate Seminars" section of this publication.

AMST 100
American Identities
"What is an American?" The subject of this course is how the diverse identities of North Americans are constructed, defined, and explained. Through a variety of resources—including historical sources, material artifacts, fiction, poetry, film, and music explore individual, family, community, ethnic, class, gender, and racial identities in relation to regional, national, and transnational identities. Students who take this course cannot enroll in AMST 110G.
Distribution Area: Humanities (HU).
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AMST 101
Popular Culture in America
This course introduces students to the varieties of popular culture in America, including popular literature, live entertainment, radio, movies, and television. In-depth case studies of such particular forms of popular culture as humor and music are included. In class viewing and listening accompany case studies.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits

Intermediate-Level Courses

Please note: English 101 and 102 are prerequisites for all 200-level courses.

AMST 200
Special Topics
Various specialized topics are offered once or twice under this heading. Topics change from year to year and are announced before the beginning of each semester.
3 Lect Hrs, 3 Credits

AMST 201/LATCTR 220
Latinos in the US
This course seeks to examine the development of people of Hispanic descent, and to understand how this history intersects important junctures in US history. The course explores such topics as the formation of Latino groups; emigration, migration, and settlement; the impact of Latinos on US culture; and the development of pan-ethnic identities.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits

AMST 202
The Twenties
A study of the impact of World War I and the post-war social, economic, and political environment on selected issues of American life in the 1920s: the rise of social and political intolerance the businessman as hero and anti-hero; the "lost" generation; the "New Woman" and the "New Negro."
Distribution Area: Humanities (HU).

AMST 203
The Thirties
A study of American society and culture during the years from the Panic of 1929 to the attack on Pearl Harbor in December, 1941 using several kinds of evidence: the accounts of people who lived during the decade, the interpretations of historians, and the representations of artists, writers, and filmmakers. The objective of the course is to develop an idea of the main characteristics of American society and culture during the 1930s, a conception of the decade's significance, and an increased understanding of the processes of historical and cultural analysis and interpretation.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits

AMST 204
The Forties
A study of the history and culture of the 1940s. The course focuses on the social, political, and scientific effects of World War II, rather than on the conduct of the war itself.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits

AMST 205
The Fifties
This course covers the period from the end of World War II in 1945 to President John F Kennedy's inauguration in 1961, focusing on the social, political, economic, and cultural trends of the era. Topics include the Cold War, the atomic age, McCarthyism, the early civil rights movements, the Fifties family, rock 'n' roll, the Golden Age of television, automobile culture and the growth of the suburbs, and the Beat movement.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits

American Studies Program

AMST 206
The Sixties
The course focuses on protest and the role of youth. Who protested and why? Was the phenomenon of the sixties an aberration or part of a larger radical tradition in America? What was the impact on the seventies? Readings are drawn from the works of participants in the student, black, feminist and peace protest movements, from the intellectuals who defended and attacked them, and from the growing body of retrospective, analytic, and historical literature which attempts to explain what really happened in that tumultuous decade.
Distribution Area: Humanities (HU).
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AMST 210
American Dreams/American Realities: Men and Women in Society and Culture 1600-1860
Documents, diaries, letters, essays, fiction, and art, along with secondary historical and anthropological sources, are used to compare the dreams and realities of men's and women's lives in America from the first contact between European explorers and Native Americans up through the Age of Reform (1830-60). Topics include visions of landscape and nature; contrasting cultures of Indians and Anglo-Americans; family and "women's place"; slavery; working class organization; and women's rights.
Distribution Area: Humanities (HU).
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AMST 211
American Dreams/American Realities II: Men and Women in U.S. Society and Culture, 1860-1940
This course traces the dreams and realities of men's and women's lives in the United States from the Civil War through the Great Depression. Topics include the Westward Movement, the Second Industrial Revolution, Immigrants and the City, World War I, the Great Migration and the Harlem Renaissance, and the Emergence of a Consumer Society in the 1920s. Among the materials analyzed in this course are photographs and paintings, film, short stories and poetry, letters and diaries, and public documents, as well as scholarly historical essays.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits

AMST 215
America on Film
This course focuses on the flowering of American cinema through decades of social, political, and cultural change. It examines both classic representations of "The American Experience" and films which challenge such classic representations. The relations between film and other arts, and between film, history, and ideology, are an ongoing concern.
Distribution Area: The Arts (AR).
Diversity Area: United States.
4 Lect Hrs, 3 Credits

AMST 223L (ASAMST or SOCIOL 223L)
Asians in the United States
This multidisciplinary course examines the social, historical, and structural contexts defining the Asian-American experience from 1850 to the present. Topics include immigration, labor, community settlement, ethnicity, stereotypes, and race relations.
Distribution Area: Humanities (HU).
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AMST 225L (ASAMST or SOCIOL 225L)
Southeast Asians in America
This course examines issues arising from the resettlement of one million Vietnamese, Cambodian, and Laotian refugees in the US since 1975. Topics include resettlement policies, adjustment and acculturation, changing roles of women and family, and the continuing impact of international politics. Media presentations and lectures by local Southeast Asian community leaders highlight the course.
Distribution Area: Social and Behavioral Sciences (SB).
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AMST 228L (ASAMST or SOCIOL 228L)
Asian Women in the United States
Drawing on women's voices in literature, sociocultural research, and historical analysis, this course examines the experience of Asian women in the United States from 1850 to the present. Topics include the transformation of Asian women's traditional roles as part of the acculturation process; exclusion; changing roles within the Asian American family; resistance to oppression as defined by race, gender, class; and the continuing impact of international politics.
Prerequisite: AMST 223L or AMST 225L or permission of instructor.
Distribution Area: Social and Behavioral Sciences (SB).
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AMST 235
The Social History of Popular Music
This course analyzes the social forces, technological advances, and multicultural influences that have contributed to the development of US popular music, including Tin Pan Alley pop, blues, country, rhythm and blues, rock 'n' roll, rock, soul, punk, disco, rap, and heavy metal. Popular music is treated as commercial mass culture and discussed as a social indicator. Extensive use is made of audio and video recordings.
Distribution Area: The Arts (AR).
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AMST 250
Tourism in the U.S.
Tourism is the world's largest industry. We encounter tourists on Boston's Freedom Trail, Harvard Square in Cambridge, and on Cape Cod. In turn, we ourselves are tourists as we travel to Washington D.C., Disneyworld, and beyond. The tourist experience shapes our understanding of the past, our perceptions of ourselves and others, and our notions of the "authentic" and the "exotic." Tourist encounters often place inequalities based upon class, race, and ethnicity in sharp relief. Using history, anthropology, and cultural studies, this course explores the nature of tourism and how it affects and reflects U.S. culture.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits

AMST 260L (AFRSTY 260L)
African-American Folklore
This course examines the development and the significance of African-American folklore through study of its various genres: music, tales, legends, shorter verbal forms, material culture, folk belief, and folk humor. Emphasis is given to both African survivals and Indo-European influences in these genres.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AMST 270L (ANTH 270L)
Indians of North America
An introductory survey of North American Indian societies and cultures. Emphasis is given to the descriptive comparison of selected Indian societies, on their histories, and on problems in cross-cultural understanding. The course focuses on pre-twentieth-century cultures and history.
Distribution Area: World Cultures (WC).
Diversity Area: United States.
3 Lect Hrs, 3 Credits

American Studies Program

AMST 278L (ART 278L)
U.S. Documentary Photography
This course examines U.S. documentary photographs as constructions of the past that articulate the social and political assumptions of their times. We will assess the impact of these photographs on their contemporary audiences and how they have shaped American's collective memories of such events as the conquest of the West, mass immigration, the Great Depression, and 9/11.
Distribution Area: Humanities (HU).
Diversity Area: United States.

Upper-Level Courses

Please note: The prerequisites for upper-level American studies courses are ENGL 101 and 102, junior standing, or permission of the instructor. In addition, it is strongly recommended that students wishing to enroll in any upper-level course have completed either AMST 210 or HIST 165.

AMST 301L (ANTH 301L)
Childhood in America
An interdisciplinary treatment of conceptions and practices of child nature and nurture in the United States, viewed in the context of American culture and history. The course begins with an historical overview of child life in America, with special attention to Puritan New England, nineteenth-century industrialization and urbanization, and twentieth-century trends. In treating contemporary childhood, the course examines mainstream patterns of the middle and working classes, both rural and urban; African-American child and family life; child enculturation among selected American Indian groups; child and family life among Hispanic Americans; the importance of gender as a variable in childhood experience; the growing importance of formal institutions such as schools, youth organizations, and medical institutions as environments for the young. Children's own cultural constructions, in the form of games and folklore, are also considered. The course concludes with an examination of selected contemporary policy issues affecting children, such as child abuse, medical intervention, day care, and the Children's Rights movement.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AMST 310
Television in American Life
The American experience with television and its cultural, political, and economic implications. Topics include technological innovation, entrepreneurship, the changing cultural content of "prime-time" programming, and public broadcasting cable system capabilities. (Offered only in the summer session.)
3 Lect Hrs, 3 Credits

AMST 311L (WOST 311L)
American Oral History
This course explores oral history interviewing, texts, and films, within the context of efforts to create a representative social and cultural history of the US. Students design individual or group oral history projects, to capture the experiences and perspectives of people formerly regarded as "unhistorical"—in particular, women, working class people, ethnic/racial minorities, and gays and lesbians. This course satisfies the research requirement for women's studies majors.
Prerequisites: Junior standing; one women's studies course, or one American studies course.
3 Lect Hrs, 3 Credits

AMST 312
The U.S. and the Middle East
This course seeks to elucidate the current crises in the Middle East in terms of their roots in policies pursued by the United States after World War II and by analyzing public attitudes toward the region embedded in religious and popular culture.
Distribution Area: Humanities (HU).

AMST 335
Music and Politics
This course treats popular music as a social indicator, examining the relationship between popular music and various social issues, problems, and movements. It is organized thematically, addressing such topics as racism, sexism, censorship, social change, consciousness raising, and the impact of globalization. The course draws on historical and contemporary readings at the intermediate and advanced levels. There is extensive use of audio and video recordings to explicate various themes and issues.
3 Lect Hrs, 3 Credits

AMST 349L (HIST 349L)
Cold War: Rise and Fall
This course examines the shifting US and Russian images of each other during the rise and fall of the Cold War. It focuses in particular on the way that issues of difference play out in the US/Soviet/Russian encounter, and on the emergence of public perceptions which linked struggles for racial, gender, and social equality with Communism and its agents.
Distribution Area: Humanities (HU).
Diversity Area: International.
3 Lect Hrs, 3 Credits

AMST 350L (AFRSTY 350L)
Race, Class, and Gender: Issues in US Diversity
This course deals with the interrelationship of race, class and gender, exploring how they have shaped the experiences of all people in the United States. Focusing on race, class and gender as distinct but interlocking relationships within society, the course examines both the commonalities and the differences that different historical experiences have generated.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AMST 352L (ENGL/AFRSTY 352L)
Harlem Renaissance
This course focuses on major texts of the Harlem Renaissance within contexts of modernism, history, and the development of an African American literary tradition. The course will examine how literature creates and represents real and "imagined" communities and will explore the diverse and often contradictory roles that literature plays in shaping, resisting, and reinforcing cultural discourses.
Prerequisites: ENGL 101/102, and ENGL 200 or 201 or 206 or 235 or AFRSTY 100; or permission of the instructor.
3 Lect Hrs, 3 Credits

AMST 353
Latino/a Border Cultures
An introduction to the field of border studies, this course investigates the linguistic, cultural and historical meanings of the concept of "border" for several Latino/a groups, particularly Puerto Ricans, Mexican Americans, and Cuban Americans. While attending to the distinct histories of the groups in question, the course also looks for cultural and artistic links which connect Latino people.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AMST 355L
Black Popular Culture
This course requires students to engage with Black/African diasporic cultural products intended for a mass audience. The macro-contents of American and global consumer capitalism and the micro- categories of ethnicity, gender, and sexualities are used as a framework for the critical analysis of production, consumption, and reception of African American popular culture in the US and abroad.
2 Lect Hrs, 1 Disc Hr, 3 Credits

American Studies Program

AMST 360
Work, Society, and Culture in Modern America
This course has a double focus: the history of work in the modern US, and the cultural representations (fiction, movies, television, music, and others) that people have made of their working lives. All manner of work—from domestic service to farm labor—is considered. Above all, this course examines how work functions as a "way of life" in American cultural history.
3 Lect Hrs, 3 Credits

AMST 372L (ENGL 372L)
American Women Writers and American Culture
This course examines the significant contribution that women writers have made to the creation and development of an American national literature and culture. Points of emphasis include studying representative writers from different historical periods; examining the structures, forms, themes, concerns, and cultural contexts of individual works, as well as tendencies; and examining the relation of women's writing to American culture.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AMST 375
Best Sellers in American Society
"Best sellers" have shaped American views of science and nature; molded American business behavior; affected Americans' notions of the past and their expectations of the future; and shaped public perceptions of gender, class, race, and ethnicity. In this course, we will read popular works, both fiction and nonfiction, published over the past century and a half and discuss the ways in which these books have influenced our images of our society and ourselves. The best sellers we will examine are those which were extremely popular with large sections of the public and/or influential in changing public opinion on major social issues. Readings for the course include *Uncle Tom's Cabin, Gone with the Wind, The Power of Positive Thinking, Silent Spring, The Feminine Mystique*, and the novels of Stephen King.
Distribution Area: Humanities (HU).
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AMST 376L (WOST 376L)
Women of Color
This course offers interdisciplinary and cross-cultural perspectives on a variety of theories, themes, and issues related to the experiences of women of color in both U.S. and global contexts. It examines the genealogies, practices, and agendas of women of color "feminisms," and promotes a dialogue about the interactive impact of race, class, and gender on women's lives.
3 Lect Hrs, 3 Credits

AMST 377L (ENGL 377L)
Irish-American Literature and Culture
Studies of Irish-American culture during that century between the great famine and the Kennedy presidency. Emphasis is given to the connections between ethnic and literary cultures. Special concern for Irish-American fiction: Farrell, O'Hara, O'Connor. Further readings in ethnic history: Handlin and Shannon; biography and autobiography: Riordan, Dunne, McCarthy; Drama: O'Neill.
3 Lect Hrs, 3 Credits

AMST 383L (SOCIOL 383L)
Men's Lives in the U.S.
An investigation in the contemporary U.S. of the experiences of men and the social construction of masculinities, as they emerge in various realms of experience (family, work, college, sexuality, war, imprisonment) and in conjunction with other constructed identities (social class, race, ethnicity, sexual orientation). We will consult various theories on gender and examine a range of perspectives on "men's issues."
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits
Mr Schaefer, Ms Disch

AMST 393L (HIST 393L)
The Social History of American Women
This course provides a general social history of women in the United States and the institutions that governed their lives-the family, sexual and reproductive practice, child-raising practices, the social organization of work, and control over the means of production.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AMST 394L (WOST 394L)
Women in US Social Movements
A selective survey of the motivations, strategies, experiences, and accomplishments of US women who have been activists in a variety of social movements during the nineteenth and twentieth centuries. Students have the opportunity to do a research project on an activist in any of several movements, including, among others, anti-slavery, birth control, civil rights, gay and lesbian liberation, labor, peace, socialism, suffrage, temperance, and women's liberation.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

Capstone Courses

Please note: The prerequisites for capstone courses are ENGL 101 and 102, junior standing, two American studies courses, or permission of instructor.

AMST 402L
American Visual Culture
This course explores the historical, cultural, and aesthetic importance of visual images in shaping ideas about empire, race, gender, class, work, and nation in American culture. We will think about our reasons for looking, and how different historical contexts change how and why we look as consumers. We will learn how to intepret and analyze visual evidence from a variety of forms, including film, cartoons, live performance, photographs, and print advertising, from the mid–nineteenth century through the twentieth.
3 Lect Hrs, 3 Credits

AMST 405
The Immigrant Experience
Through letters, essays, autobiography, fiction, film, oral and written history, the course explores the historical and cultural issues raised by native-born Americans (Anglos) and immigrants (Aliens) who were involved during the late 19th and early 20th centuries in defining the sometimes agonizing process of becoming an American. Representative documents reveal a variety of conflicting views about the process and meaning of Americanization: from the defensive essays of Anglo-Saxon supremacists, through Jane Addams' sensitive witness of immigrant life, the letters, diaries and accounts of immigrants, and two works of immigrant fiction.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AMST 410
Cultural History of U.S. Media
This capstone course will explore the historical emergence of selected media: the Penney Press in the 1830s, film 1896-1932, radio 1928-1960, and television 1948-1977. Examining these media in the period of emergence will show how each relied on and challenged prior forms of conveying information and telling stories, reshaping boundaries between fictional and the real.
Prerequisites: Junior-level standing and three American Studies courses, or permission of the instructor.
3 Lect Hrs, 3 Credits

American Studies Program

AMST 420
Special Topics
Various seminars in the study of American culture will be offered once or twice under this heading. Topics change from year to year and are announced before the beginning of each semester.
3 Lect Hrs, 3 Credits

AMST 435
Music and 20th Century American Literature
An investigation into the meanings and practices of manhood in the contemporary United States as these emerge in various realms of experience—family, work, war, imprisonment. An exploration of relationships between literature and popular musical forms in twentieth-century American culture. Through a program of paired readings in fiction, essay, and poetry, and listenings in blues, Tex-Mex, country, rock and other genres, students consider the ways in which writers have invoked music formally, atmospherically, and thematically in their work. Uses biographies, autobiographies, and ethnographies in seeking to understand the diversity of masculinities; and consults anthropological and interdisciplinary theories of gender for further insight. Student research and writing are emphasized.
3 Lect Hrs, 3 Credits

AMST 436L (ART 436L)
The American Suburb
This course traces the history of the American suburb during the nineteenth and twentieth centuries, emphasizing the changing social and physical character of suburban development. It investigates the relationship between design and society through the study of such topics as the nature of domesticity, the technologies of housekeeping, the impact of the automobile, and the suburb in the American imagination.
3 Lect Hrs, 3 Credits

AMST 440
US in Global Context
An exploration of American responses to key events of the 20th century in light of non-US (and non-mainstream US) perspectives that frequently focused on very different issues and priorities. The course considers public, media/arts, and official reactions to struggles for colonial independence, to World War II, and to the "proxy battles" that were characteristic of the Cold War. The "public" that is studied includes women as well as men, and people from a variety of social classes and racial/ethnic backgrounds. Non-US media perspectives include England, Ireland, India, Israel, Cuba, and Russia. The course, relies—to the extent possible—on the use of primary sources; participants consider how to use them sensitively and with a measure of sophistication. The course is intended to provide a vehicle for integrating the various methods of study of US history and culture encountered in previous course work.
3 Lect Hrs, 3 Credits

AMST 470L (ENGL 470L)
New England Literature and Culture (D)
A study of the New England literary tradition from about 1850 to the near present. How have writers and critics contested their differing versions of native grounds and reinvented the New England idea in their works? Consideration of such topics as Native American culture, Puritanism and Transcendentalism, slavery and Abolitionism, immigration and ethnicity, nationalism and regionalism, industrialization, and popular culture.
3 Lect Hrs, 3 Credits

AMST 471L (ENGL 471L)
The City in American Literature and Culture (D)
A study of physical, social, and cultural aspects of the American city, as reflected and constructed in architecture, the arts (literature, film, music, visual arts), and theory. The course focuses on four historical periods: the mid-19th century, the turn of the century, the mid-20th century, and the present; and includes a capstone research project.
3 Lect Hrs, 3 Credits

AMST 476L (ANTH 476L)
Current Issues in Native America
A seminar focusing on the lives of modern Native Americans, on and off reservations. Topics for reading, discussion, and original research include law, politics, economic development, public health, education, and the arts. Each student compiles and presents a comprehensive case study on a subject relevant to one of the seminar themes.
Prerequisites: AMST 270L (ANTH 270L) or permission of instructor.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AMST 478, 479
Independent Study
Advanced students may conduct independent research under the supervision and guidance of members of the faculty.
Hrs by arrangement, 1-3 Credits

AMST 490, 491
Internship in American Studies
Part-time experience in an appropriate business, government, public advocacy, or non-profit institution, supervised by an on-site supervisor and an American Studies Program faculty advisor. Bi-weekly conferences with faculty advisor and written/audio-visual work are required. For full details, see the American Studies Student Handbook
3 Lect Hrs, 3 Credits

AMST 498
Honors
To be eligible for honors work in American studies a student must be doing a major in American studies and must have a cumulative average of at least a 3.3 in the program, and an overall grade-point average of at least 3.0. The student defines and writes the Honors project with the help of an American studies faculty advisor and enrolls in AMST 498-499. For full details, see Student Handbook.
3 Lect Hrs, 3 Credits

AMST 499
Honors
See AMST 498.
3 Lect Hrs, 3 Credits

Graduate Courses

Some graduate-level courses in American studies are open to undergraduates. Please contact the program office for further information.

DEPARTMENT OF ANTHROPOLOGY

Faculty

Stephen Mrozowski, Professor and Chair; Professors R. Timothy Sieber (on leave Fall 09), Judith Zeitlin; Associate Professors Amy Den Ouden, Stephen W. Silliman; Assistant Professors Ping-Ann Addo, Patrick Clarkin, José Martínez-Reyes, Rosalyn Negrón, Colleen Nyberg; Lecturers Tara Ashok, Douglas Bolender, Reza Fazell, Christopher Fung, Claire Gold (on leave 2009–10), James Pasto, Lauren Sullivan, Amy Todd, Alan Waters, Barbara Worley

The Department

Anthropology is the systematic study of the nature of human beings—as animals, as social beings, and as creators and users of symbols. This department's curriculum offers introductory, intermediate, and advanced courses in the four fields of anthropology: sociocultural anthropology, linguistic anthropology, biological anthropology, and archaeology. Through these courses, majors and non-majors alike may investigate the origins and evolution of the human species and the wide range of human cultures exhibited by peoples in all regions of the globe, from the dawn of the Paleolithic to the present.

Requirements and Recommendations for the Major

Majors in Anthropology will complete a minimum of eleven courses, distributed according to the following guidelines:

I. Subfield introductory courses (3 courses required)
- ANTH 105
- ANTH 106
- ANTH 107

II. Sociocultural theory (1 course required)
- ANTH 345

III. Area studies (1 course required from the following list):
- ANTH 270L
- ANTH 271
- ANTH 272
- ANTH 273
- ANTH 274
- ANTH 334
- ANTH 336L
- ANTH 338L
- ANTH 376
- ANTH 476L

IV. Methodology (1 course required from the following list):
- ANTH 240
- ANTH 252
- ANTH 277
- ANTH 281
- ANTH 316
- ANTH 317
- ANTH 341
- ANTH 348
- ANTH 352
- ANTH 385
- ANTH 412
- ANTH 413
- ANTH 432

V. Comparative analysis (1 course required from the following list):
- ANTH 210
- ANTH 211
- ANTH 212
- ANTH 243L
- ANTH 247
- ANTH 250
- ANTH 262
- ANTH 269L
- ANTH 285
- ANTH 295L
- ANTH 301L
- ANTH 310
- ANTH 313
- ANTH 324
- ANTH 346
- ANTH 349
- ANTH 350
- ANTH 351
- ANTH 356
- ANTH 357
- ANTH 358
- ANTH 360
- ANTH 363
- ANTH 366
- ANTH 367
- ANTH 368
- ANTH 372

VI. Proseminar :
- ANTH 425

VII. Additional courses for the Major (3 courses required):

To complete their majors, students may choose any three additional courses from the lists above as well as from the department's special topics offerings, ANTH 280 and ANTH 480. If a student has not already completed three departmental courses at the 300 level or above besides the required ANTH 345 and 425 in meeting other requirements, then these choices must reflect the College of Liberal Arts minimum standard of five advanced-level courses in the major.

Only one of these three additional required courses can be drawn from the courses listed below to meet the eleven-course minimum, but departmental majors are encouraged to take these or other courses beyond the minimum requirements as appropriate to their interests. Students are reminded that only one Intermediate Seminar (courses with a "G" suffix) may be taken for credit at UMass Boston.

- ANTH 220G
- ANTH 221G
- ANTH 222G
- ANTH 223G
- ANTH 224G
- ANTH 227G
- ANTH 230G
- ANTH 444
- ANTH 478/479
- ANTH 483-486
- ANTH 488
- ANTH 490/491

Joint Major in History and Archaeology

Students with an interest in American historical archaeology may elect the joint major in history and archaeology, which is designed to provide students with a cohesive program of archaeological and historical study in the cultures of America. The breadth of this major prepares students for careers in historical archaeology and for graduate study in the field. Students in this joint major will follow an integrated program of study in history and archaeology according to the following guidelines:

New Requirements for Joint Major in History and Archaeology

(For students who declare the joint major after September 1, 2005)

Required of all majors (11 courses):

ANTH 106	Introduction to Cultural Anthropology
ANTH 107	Introduction to Archaeology
ANTH 240	Historical Archaeology
ANTH 341	Archaeological Method and Theory

Department of Anthropology

ANTH 345	Sociocultural Theory
ANTH 425	Contemporary Issues in Anthropology (capstone)
HIST 111	Foundation of Western Civilization
HIST 112/114	Modern Western Civilization/ Modern World History II
HIST 165	American History Before 1877
HIST 166	American History Since 1877
HIST 480/481	Research & Methods: Seminar in European/ American History

Elective courses: Choose one from each of the groups below (3 courses). At least one of these electives must be at the 300 level.

a. One course in the historical development of U.S. and European society. Choose from:

HIST 300	Ancient Civilization to 600 BC
HIST 301	Greek History
HIST 302	Roman History
HIST 303	Classical Archaeology
HIST 304	The Dark Ages
HIST 305	High and Later Middle Ages
HIST 306	Roman Archaeology
HIST 309	The Medieval Mind
HIST 311	Europe in the Age of the Enlightenment
HIST 313	19th Century Europe
HIST 315	Europe 1900-1945
HIST 320	Tudor-Stuart England
HIST 321	England in the Age of Revolution
HIST 323	Russia Before 1861
HIST 324	Russia Since 1861
HIST 328	Germany to 1815
HIST 329	Germany, 1815-1945
HIST 330	The French Revolution
HIST 331	France Since 1789
HIST 334	Italy Since 1815
HIST 335	Spain to 1713
HIST 339	Modern Irish History from 1800 to the Present
HIST 370	Colonial America to 1763
HIST 371	American Revolution
HIST 372	The Early Republic
HIST 373	American Slavery
HIST 375	US Civil War and Reconstruction
HIST 376	American Urban History
HIST 377	The Old South
HIST 379	The United States, 1900 to 1945
HIST 395	The History of Boston
ANTH 252	Urban Anthropology
ANTH 301L	Childhood in America

b. One course in the history or prehistory of non-European/ Euroamerican societies. Choose from:

HIST 150	The Middle East, 570 to 1517
HIST 151	Middle East Since 1517
HIST 152	Intro to African History
HIST 153	Africa in the 20th Century
HIST 155L	Latin America Before 1800
HIST 156L	Latin America Since 1800
HIST 160L	East Asian Civilizations to 1850
HIST 161L	East Asian Civilizations Since 1850
HIST 352	Topics in African History
HIST 360L	Traditional China
HIST 361L	The History of Modern China
HIST 362L	Traditional Japan
HIST 364	India Since 1857
HIST 365	The Middle East 1798-1914
HIST 366	The Middle East Since 1914
HIST 368	Slavery in Africa
ANTH 222G	Aztecs and Spaniards
ANTH 224G	Rise and Fall of the Maya
ANTH 334	Ancient North America
ANTH 336L	Ancient Mesoamerica
ANTH 338L	Ancient Peru

c. One course in the study of contemporary societies outside the European tradition. Choose from:

ANTH 220G	Amazonian Cultures
ANTH 270L	Native Peoples of North America
ANTH 271	Peoples and Cultures of The Middle East
ANTH 272	Peoples and Cultures of Africa
ANTH 273	Peoples and Cultures of Mesoamerica
ANTH 274	Peoples and Cultures of The Caribbean
ANTH 250	Hunter-Gatherer Cultures
ANTH 476L	Current Issues in Native America
HIST 359L	Women in Modern China
HIST 363L	Modern Japan
HIST 367	Modern South Africa

Note: Other 200G-level courses in History or Anthropology may count toward fulfilling the three electives, but these General Education Intermediate Seminars must be approved in advance by the student's advisor. Only one Intermediate Seminar may be taken for credit during a student's career at UMass Boston.

Honors

Departmental honors involve an intensive two-semester program of individual research conducted under the direction of a member of the department and leading to the presentation of an honors paper. Requirements for honors candidacy include: senior standing; at least four upper-level courses in anthropology; a 3.5 GPA in the major, a 3.0 overall GPA; and the sponsorship of an honors advisor from among the department faculty. Qualifying students enroll in ANTH 490 and ANTH 491 during their senior year. Honors research is evaluated by a committee of three faculty members, including the honors advisor. For further details, consult the department's guide for majors.

Requirements and Recommendations for the Minor

Scope

The minor in anthropology provides students who major in another discipline with an anthropological perspective to complement their major area of study. This holistic, evolutionary, and comparative viewpoint can be applicable to many disciplinary and pre-professional majors that focus on aspects of human culture and biology.

Department of Anthropology

Requirements

Students wishing to minor in anthropology must take a minimum of six courses: two of the three introductory courses (ANTH 105, 106, 107), and four other courses in anthropology. Only one of these courses may be a directed study or internship or cooperative education course, and a minimum of two of these courses must be at the 300 level or above. No pass/fail courses may be counted. At least four of the six courses must be taken at UMass Boston. Students must achieve a minimum GPA of 2.0 in the program for successful completion.

Transfer Credit Policy

At least five of the eight upper-level courses required for the anthropology major must be taken at UMass Boston, but additional anthropology courses may be transferred for general University credit toward the BA degree. Students must petition the departmental curriculum committee to transfer courses for credit toward the major. One upper-level course may, with departmental approval, be applied toward requirements for the minor.

Cross-Listed Courses

Courses followed by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example, "ANTH 270L (AMST 270L)," which is cross-listed with the Program in American Studies.

Courses

ANTH 112G
Understanding Human Behavior

ANTH 113G
Food and Society

ANTH 220G
Indigenous Peoples and Cultural Change in Amazonia

ANTH 221G
Controversies in Anthropology

ANTH 222G
Aztecs and Spaniards in the Conquest of Mexico

ANTH 223G
Afro-Caribbean Religions

ANTH 224G
Rise and Fall of the Maya

ANTH 227GL (ASAMST 227GL)
Multicultural Expression and Celebrations

For a complete description of these courses, see the "First-year and Intermediate Seminars" section of this publication.

ANTH 105
Introduction to Biological Anthropology
The study of human biological evolution and human population variation. This course introduces the history, theory, and methods of research in biological anthropology through lectures and hands-on exercises. Major topics include: geological time, classification, and the place of humans in the animal world; evidence for primate and human evolution; evolutionary theory and genetics; and discussion of the evolutionary forces involved in producing human population variation. This course addresses, in assignments and during class time, the following general education capabilities: critical thinking; using technology to further learning; quantitative reasoning; collaborative work; and effective communication. Students who have taken ANTH 102 may not receive credit for ANTH 105.
Distribution Area: Natural Sciences (NS).
2 1/2 Lect Hrs, 1/2 Lab Hr, 3 Credits
Staff

ANTH 106
Introduction to Cultural Anthropology
An introduction to the anthropological study of cultures, based on ethnographic descriptions and analyses of tribal, developing, and modern state societies. The course explores a variety of concepts and approaches to the study of culture, and participants acquire experience in critical reading, critical thinking, and analytic writing. Students who have taken ANTH 103 may not receive credit for ANTH 106.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits
Staff

ANTH 107
Introduction to Archaeology
The study of the past through scientific analysis of the traces left behind by humans. This course introduces the history, theory, and methods of archaeological research through lectures and hands-on projects. Archaeological data are then used to examine such major transformations of human cultural evolution as the domestication of plants and animals and the origins of complex civilizations. Students prepare a paper suitable for the Writing Proficiency Requirement Portfolio. Students who have taken ANTH 102 may not receive credit for ANTH 107.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits
Staff

ANTH 210
Biosocial Bases of Human Behavior
This course is an introduction to the various methods and approaches by which we study the biological nature of human beings. It applies anthropological, biological, and psychological data and methods to the understanding of our biological nature and heritage. The focus of the course is on the way evolution has shaped human behavior through the interaction of culture and biology.
Prerequisites: ANTH 105, or permission of instructor; sophomore standing.
3 Lect Hrs, 3 Credits
Mr Clarkin

ANTH 211
Human Origins
An introduction to the study of man's biological origins with emphasis on the fossil record, primate analogues of human behavior, and the variety and diversity of modern man including the adaptive significance of this variability.
Prerequisite: ANTH 105, or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Ashok

ANTH 212
Human Variation
A consideration of the factors involved in the production and maintenance of biological variability within and between human populations.
Prerequisite: ANTH 105, or permission of instructor.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 3 Credits
Mr Clarkin

ANTH 240
Historical Archaeology
An introduction to historical archaeology, from its initial development to future directions. Topics include the subfields which comprise historical archaeology and their interrelationships; the contributions, both substantive and methodological, of historical archaeology to the field of archaeology; and industrial and historic sites in North America.
Prerequisite: ANTH 102 or 107, or HIST 165; or permission of instructor.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits
Mr Mrozowski

ANTH 247
Ancient Cities and States
This course compares the processes of state formation in major civilizations,

Department of Anthropology

including Mesopotamia, Early Dynastic Egypt, Shang China, Aztecs of Mesoamerica, Inca of Peru. Recent archaeological and historical data are used to explore cross-cultural themes such as the provisioning of cities, role of religious ideology, social organization of land and labor, and gendered dimensions of power and social identity.
Prerequisites: ANTH 107 recommended.
Distribution Area: World Cultures (WC).
3 Lect Hrs, 3 Credits
Ms Zeitlin

ANTH 252
Urban Anthropology
A comparative study of the form and quality of urban life in the contemporary United States and in selected non-Western cultures. Through an examination of selected case studies, the course assesses the varying theories, methodological strategies, and research techniques that have been employed in anthropological analyses of cities; and considers their significance in the broader field of urban studies. Attention is also given to the cultural evolutionary processes leading to the origin and spread of cities and urbanized society, in both the ancient and modern worlds.
Prerequisite: ANTH 106 or permission of instructor.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits
Ms Negrón

ANTH 260
Anthropology on Film
Film has become an important medium for recording and conveying information about human behavior. To what extent do ethnographic films present a complete and accurate record of cultural reality and to what extent do they project a filmmaker's romantic vision or "message"? Examples of ethnographic film are viewed and discussed in the light of these questions.
Prerequisite: Any introductory or advanced course in cultural anthropology.
3 Lect Hrs, 3 Credits
Ms Addo, Ms Den Ouden

ANTH 262
Dreams, Dreaming, and Culture
A cross-cultural exploration of dreams and dreaming across cultures, with general attention to the western Pacific, and the Mekeo people of Papua New Guinea in particular; review of the anthropology of dreams in the context of theoretical works by Freud and Jung, and recent neurobiological studies; and, the relationship of dreams to notions of the self, person, and individual.
Prerequisite: Sociocultural Anthropology course recommended.
3 Lect Hrs, 3 Credits
Mr Pasto

ANTH 269L (ART 269L)
Anthropology of the Object
We have all heard of, or used, the term "object" to refer to things outside ourselves: "the object of one's desires," "the objectification of other cultures and peoples," "works of art vs. ethnographic objects." In this course we deconstruct familiar discourses about things through an examination of the world of material possessions, places, people, ideas, and space in cross-cultural perspective. Our aim is to gain more nuanced understandings about the apparent human tendency to create our identities through assigning personal and cultural significance to "objects" around us. Course readings will be drawn primarily from anthropology, art history, art criticism, cultural studies, and curatorial/museum studies. We will also share our observations, experiences, and reflections of particular object worlds through museum site visits, class discussions, and individual projects. Our own milieu of the Western museums will offer valuable case studies about the historical and political implications of particular histories of collecting, classifying, displaying, and interpreting the wider world as a collection of objects.
Prerequisite: ANTH 106 or permission of instructor.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Addo

ANTH 270-274
Culture Areas of the World
These courses investigate patterns of social and cultural uniformity, diversity, change and evolution within the culture areas of the world. Culture areas are geographical regions whose indigenous peoples share historical interconnections, related cultures and languages, and a similar profile of ecological conditions and adaptations. While these factors help to create widely shared cultural and historical themes, each society within a culture area must also adapt to a unique set of local factors and each has a unique history of development. As a result, each society within the larger culture area integrates the shared themes and adaptations in distinctive ways. Studying these complex themes and variations helps us to understand historical development, the range of human cultural potential, and the modern geopolitical situation.

ANTH 270L (AMST 270L)
Native Peoples of North America
An introductory survey of Native American societies and cultures. Emphasis is given to the descriptive comparison of selected Native American societies, on their histories, and on problems in cross-cultural understanding. The course focuses on pre-twentieth century cultures and history.
Distribution Area: World Cultures (WC).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Den Ouden

ANTH 271
Peoples and Cultures of the Middle East
An examination of historical and socio-political forces in the formation of the contemporary Middle East; the cultural, ethnic, and economic diversity of modern nation-states in this region; neo-colonialism and imperialism as persisting obstacles to development and progress in this part of the world; and the role of Islam in reformist and revolutionary movements.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Fazell

ANTH 272
Peoples and Cultures of Africa
An in-depth study of selected African societies, examining traditional institutions, the colonial situation, and modernization.
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Worley

ANTH 273
Peoples and Cultures of Mesoamerica (Mexico and Guatemala)
A survey of Mesoamerican ethnology including an introduction to cultural and linguistic regions through comparisons of ethnographic materials. Emphasis is given to acculturation, during the colonial period, among indigenous and Spanish-speaking populations, and, in the contemporary period, on social change among rural and urban sectors.
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Todd

Department of Anthropology

ANTH 274
Peoples and Cultures of the Caribbean
An ethnographic and historical overview of the Caribbean, examining the impact of external forces on local economic organization, domestic life, religion, and migration, with attention to the importance of transnational communities and migrations that link the islands with the North American mainland.
Distribution Area: World Cultures (WC).
3 Lect Hrs, 3 Credits
Ms Negrón

ANTH 277
US Immigration: Contemporary Issues and Debates
Large-scale post-1965 immigration to the U.S. has significantly reshaped national life. Immigrants from the Caribbean, Latin America, Asia, Africa, and Europe have radically altered the way we think about cities, race, ethnicity, nation, and politics. Key themes covered include history, politics, and processes of immigration; class and race dimensions; transnationalism; immigrants in the economy; and comparative group experiences.
Prerequisite: Sophomore standing or permission of instructor.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Negrón

ANTH 280
Special Topics
The study of special topics in anthropology. Consult department's description of current offerings to find out about the topics being explored this semester. May be repeated for credit.
Prerequisite: Varies with topic; usually the appropriate introductory-level anthropology course (ANTH 105, 106, or 107); or permission of instructor.

ANTH 281
The Structure of Human Language
A practical introduction to a broad variety of Western and non-Western language systems through application of some traditional linguistic techniques of American anthropology. Students receive practice in transcribing their own speech, in analyzing different phonemic systems, in formulating the word-construction rules employed by different languages, and in applying pattern discovery procedures to expose the rules underlying different levels of language structure. Though exercises focus on sound systems and word structure, students are also briefly introduced to recent developments in the analysis of higher-level syntactic structures.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Ms Negrón

ANTH 285
Language and Culture
The study of language and culture as systems of shared symbols and meanings in which verbal and nonverbal social interaction takes place. Special emphasis is given to the relationship of language to culture and on the social role of language in human life. Students are introduced to methods for analyzing social behavior and its underlying cultural principles.
Prerequisite: ANTH 106 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Negrón

ANTH 295L (WOST 295L)
Introduction to Human Rights
This is a collaboratively taught interdisciplinary course on a variety of issues related to human rights as discourse and practice. It covers the emergence and institutionalization of human rights discourse in the 20th century, and examines its transformations and extensions into various social, economic, political, and cultural realms globally. Topics include critique of Western and normative human rights standards, cross-cultural understandings and local articulations of human rights, politics of indigenous peoples and women's rights, and cognitive and practical implementations of human rights.
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Den Ouden

ANTH 301L (AMST 301L)
Childhood in America
An interdisciplinary treatment of conceptions and practices of child nature and nurture in the United States, viewed in the context of American culture and history. The course begins with an historical overview of child life in America, with special attention to Puritan New England, nineteenth century industrialization and urbanization, and twentieth century trends. In treating contemporary childhood, the course examines mainstream patterns of the middle and working classes, both rural and urban; African-American child and family life; Hispano-American child and family life; enculturation among selected American Indian groups; the importance of gender as a variable in childhood experience; and the growing importance of formal institutions-such as schools, youth organizations, and medical institutions—as environments for young people. Children's own cultural constructions, in the form of games and folklore, are also considered. The course concludes with an examination of selected policy issues affecting children, such as child abuse, medical intervention, day care, and the Children's Rights Movement.
Prerequisites: Sophomore standing. Previous course work in American studies, cultural anthropology, or social history is desirable.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Sieber

ANTH 310
Primate Behavior
A broadly-based survey of non-human primates as found in their natural habitats. The course includes discussion and practice in the techniques of observation, description, and analysis of behavior, as well as informed consideration of the use of primates as human models in behavioral and biomedical research.
Prerequisite: ANTH 105 or permission of instructor.
3 Lect Hrs, 3 Credits

ANTH 313
Developmental Models in Human Evolution
An adaptive approach to human growth and development. Physical change in the regional anatomy of the human organism from conception to death is studied. This information is used to construct a developmental counterpart to the fossil, comparative, and experimental evidence used to understand the evolution of human beings.
Prerequisite: ANTH 105 or an introductory biology course.
3 Lect Hrs, 3 Credits
Ms Ashok

ANTH 316
Nutrition, Growth and Behavior
An evaluation of the influence of nutrition on growth and development in human populations. Particular emphasis on malnutrition and its effects on physical growth, neurological development and behavioral capacity. A model is developed which outlines the relationship between nutritional stress, the behavioral variation produced as a consequence of the stress, and the sociocultural characteristics of human communities.
Prerequisites: Sophomore standing or permission of instructor.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 3 Credits
Mr Clarkin

Department of Anthropology

ANTH 317
Human Epidemiology
This course deals with the distribution and frequency of disease in human populations and stresses the role of social scientists and sociocultural data in epidemiological studies. Topics include measures of disease frequency, changing patterns of disease throughout human history, population variation in disease experience, types of epidemiological studies, and environmental and occupational factors that present health risks.
Prerequisites: Junior standing and an introductory course in the social or biological sciences; or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Clarkin

ANTH 324
A Biocultural Approach to the Study of Warfare
This course takes a biocultural approach to the study of warfare by taking a broad view of humans as evolved biological organisms and as cultural beings with complex behavior. This course will critically examine a variety of proposed causes for human warfare (evolutionary, materialism, historical contingency), looking at the evidence for conflict and cooperation in humans (and other species) in the archaeological and ethnographic records. Second, this course will explore the epidemiological evidence for the effects of war on human health across the globe, including case studies on its effects on psychological health, nutrition, child growth, infection, and other sequelae.
Prerequisites: ANTH 105 and sophomore standing, or permission of instructor.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 3 Credits
Mr Clarkin

ANTH 334
Ancient North America
An archaeological survey of North American prehistory, from Paleo-indian times to contact with Europeans, and focusing on subsistence, mobility, migration, trade, settlement, material culture, ideology, inequality, and gender in Native North America. The course uses case studies from several regions in the US and Canada, including the Northeast, Southwest, Northwest Coast, and Arctic.
Prerequisites: ANTH 107 or permission of instructor.
Distribution Area: World Cultures (WC).
3 Lect Hrs, 3 Credits
Mr Silliman

ANTH 336L (LATAM 336L)
Ancient Mesoamerica: The Aztecs and Their Predecessors
This course uses archaeological and ethnohistorical data to chart the prehistoric transformation of Mesoamerica into the setting for several of the ancient world's most intriguing urban civilizations, including those of the Maya and the Aztecs. Emphasis is given to the common social patterns and ideological premises underlying the region's long-term cultural and political diversity.
Prerequisites: ANTH 107 or permission of instructor.
Distribution Area: World Cultures (WC).
3 Lect Hrs, 3 Credits
Ms Zeitlin

ANTH 338L (LATAM 338L)
Ancient Peru: The Incas and Their Ancestors
This course uses ethnohistorical and archaeological data to examine the foundations of complex society in Andean South America; and stresses, as an underlying theme, human adaptation to the constraints and possibilities of the diverse Andean environments. Special emphasis is given to the accomplishments, both real and idealized, of the last of Peru's prehistorical civilizations, the Inca Empire.
Prerequisites: ANTH 107 or permission of instructor.
Distribution Area: World Cultures (WC).
3 Lect Hrs, 3 Credits
Ms Zeitlin

ANTH 341
Archaeological Method and Theory with Laboratory
An introduction to the theory and application of scientific methods in archaeology. Emphasis is given to the ways that the material record of past human activity is formed, from the earliest cultures to those in historic times, and to the recovery and analysis of archaeological data through laboratory and field techniques drawn from geoscience, biology, chemistry, and archaeology.
Prerequisite: ANTH 107 or permission of instructor.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Silliman

ANTH 345
Theory In Sociocultural Anthropology
A selective comparative, historical review of major schools of thought in anthropological theory, with special attention to alternative theories of culture, in relation to society, history, ecology, and political economy; and the application of such theories to the analysis of particular ethnographic cases.
Prerequisites: ANTH 106 or permission of instructor.
3 Lect Hrs, 3 Credits

ANTH 346
Culture, Globalization, and the Environment
This course will focus on the interrelation between globalization and the environment in a cross- cultural perspective. It will examine the rise of globalization from its colonial antecedents to the modern global era and its multiple effects on local populations and their environment. Topics include environmental institutions, global discourses of environmentalism, environmental movements, media, climate change, and finally, understanding the complex and dynamic nature of engagements between "the local" and "the global."
3 Lect Hrs, 3 Credits
Mr Martínez-Reyes

ANTH 348
Ethnographic Inquiry: Introduction to Qualitative Field Research
An introduction to the methods and tools used in qualitative research, including important anthropological techniques such as participant-observation, life histories, and interviewing within an historical, social, and political context. Ethical issues surrounding qualitative research will be addressed. Students will also conduct their own ethnographic fieldwork projects during the semester, learning through practice how to utilize particular methods of qualitative research.
Prerequisites: One previous course in cultural anthropology, or permission of instructor.
3 Lect Hours, 3 Credits
Ms Negrón

ANTH 349
Anthropology of Development
This course examines the contributions made by anthropology to the analysis of development in the Third World. It assesses two contrasting perspectives: "development anthropology," which focuses on the dynamics of working on practical projects, and the "anthropology of development," which makes a series of critiques of development theory and practice. Topics include planning and policy, indigenous traditional knowledge, aid, health, and sustainable development.
Prerequisite: ANTH 106 or other introductory social science course.
3 Lect Hrs, 3 Credits
Mr Martínez-Reyes

Department of Anthropology

ANTH 352
Applied Social Anthropology
How is social anthropology used to solve human problems? This course considers anthropological research and intervention in such fields as business management, communications, health care, parks and recreation, urban development, education, and mental health. Special attention is given to the ethical dilemmas encountered by practicing anthropologists. This course helps students assess the relevance of social science training to later career choices.
Prerequisite: ANTH 106 recommended; or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Sieber

ANTH 357
Culture, Disease, and Healing
Human adaptations to disease and illness in prehistory and history, and across cultures. Medical systems considered as social and cultural systems related to social structure, religion, economics, and power. Topics include medical anthropology as a field of study, paleopathology, ecology and epidemiology of disease, theories of disease and healing, sorcery and witchcraft, public health and preventive medicine, anatomy and surgery, obstetrics and population control, pain and stress, emotional states, status and role of healers and patients.
Prerequisite: ANTH 105 or 106 recommended; or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Clarkin

ANTH 360
Gender, Culture, and Power
Feminist and other critical approaches in anthropology have challenged prevailing Western assumptions about the categories for "woman" and "man." Such studies reveal that power infuses gender identities and gender relations in profound ways. This course provides an overview of anthropological studies of gender, culture, and power, with special attention to the construction and contestation of gender in varied cultural contexts.
Prerequisites: ANTH 106 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Den Ouden

ANTH 363
Environmental Anthropology
This course focuses on people's complex relationships to their environment. It examines different anthropological approaches to analyzing human adaptive strategies to diverse ecosystems around the world from a historical and cross-cultural perspective. It will also examine the different strategies and knowledge systems that humans develop for managing their resources. Finally, the course looks at the rise of political ecology as a perspective to analyze the role of power relations, institutions, and ideas of nature in environmental change and conservation.
Prerequisite: ANTH 106 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Martínez-Reyes

ANTH 366
The Anthropology of Religion
A comparative study of religion, including belief systems, social functions, ritual processes. Religions of a variety of cultures are considered, and some emphasis is given to the development of modern anthropological theories of religion and on current methods of analysis and interpretation.
Prerequisite: ANTH 106 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Pasto, Mr Waters

ANTH 367
Social and Cultural Perspectives on Witchcraft and Sorcery
Beliefs about people with extraordinary powers to cause harm or good are found in societies of different types and in different periods in history. This course examines such beliefs in a number of different cultural, geographical, and historical contexts in order to demonstrate ways in which anthropologists and other social scientists approach the more general problem of understanding the function of belief systems in human society. The course does not teach techniques of witchcraft or sorcery.
Prerequisites: Sophomore standing or permission of instructor.
Distribution Area: World Cultures (WC).
3 Lect Hrs, 3 Credits
Ms Worley

ANTH 372
Anthropology of Death
Although human mortality occurs in all societies, it is understood and defined differently within various cultural settings. This course examines how culture influences the way people respond to the fact of death. Key themes include: the analysis of funeral rituals; religion and art in relation to death; cultural dimensions of mourning; and the relationship between social organization and death.
Prerequisites: Sophomore standing or permission of instructor.
Distribution Area: World Cultures (WC).
Mr Waters

ANTH 376
Native Peoples of New England: Contemporary Issues
This course will engage students in an examination of the current political, cultural, and economic issues important to Native Americans in New England. Among the major topics to be explored are sovereignty, land rights, federal acknowledgment, and identity. The course provides an overview of major events and legal cases of the 20th century, and will include guest lectures by Native leaders, scholars, and activists.
Prerequisites: ANTH/AMST 270L or permission of instructor.
Diversity Area: United States.
Ms Den Ouden

ANTH 385
The Ethnography of Speaking
The course emphasizes concepts and methods for studying "speaking," the use of language in the conduct of social life. Members of a speech community employ varieties of speech to accomplish different social functions. The dynamic interaction between linguistic and social factors in speaking is the primary focus of this course. Special attention is directed to contemporary social problems associated with multilingual and multi-dialectical phenomena. Students undertake a limited research project to further their understanding of these problems and of possible solutions.
Prerequisite: ANTH 285 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Negrón

ANTH 412
Issues in Biological Anthropology
An in-depth discussion of current research in biological anthropology based on the reading of primary material from the recent literature. The course is oriented toward the study of human populations and focuses on important controversies and major research trends in a variety of areas including skeletal biology, nutrition, genetics, epidemiology, and evolutionary theory.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Clarkin

ANTH 425
Contemporary Issues in Anthropology
A capstone seminar for anthropology majors, this course uses the lens of anthropological analysis to address a different topical theme each semester concerning the community and the world in which we live. The seminar encourages students to apply their previous classroom experience

Department of Anthropology

in the discipline to a multidimensional view of contemporary issues through individual and small group research projects.
Prerequisites: Senior standing and major in anthropology, or permission of instructor.
3 Lect Hrs, 3 Credits

ANTH 432
Archeological Science
This course applies the methods and techniques of the sciences to the problems and issues of archaeology. The course is part of the teaching program of the Center for Materials Research in Archaeology and Ethnology, a Boston-area consortium of universities and museums. Courses may be taught at any of the participating institutions, and exact content will vary.
Prerequisite: Permission of instructor. Advanced standing and experience in laboratory science courses is expected.
3 Lect Hrs, 0-3 Lab Hrs
Lect only: 3 Credits
Lect and Lab: 4 Credits
Mr Silliman

ANTH 444
Cooperative Education for Anthropology Majors
Through the Cooperative Education Program anthropology majors may be placed in paid work situations either directly related to the field of anthropology or where anthropological concepts, theories, and/or methods can be explored. In conjunction with the work experience, students undertake a learning project under the direction of a faculty member. This project is based on a prospectus approved by the faculty advisor, which should include appropriate readings, field observation, and written work equivalent to a 3-credit, classroom-based course. Note: This course may not be counted toward the anthropology major distribution requirement.
Prerequisites: Sophomore standing; minimum GPA of 2.5; satisfactory completion of introductory and two upper-level anthropology courses in the field most closely related to placement; and permission of instructor.
3 or 6 Credits

ANTH 476L (AMST 476L)
Current Issues in Native America
This seminar focuses on the lives of modern Native Americans, on reservations and off. Topics for reading, discussion, and original research include law, politics, economic development, public health, education, and the arts. Each student in the seminar compiles and presents a comprehensive case study on a subject relevant to one of the seminar themes.
Prerequisite: ANTH 270L or permission of instructor.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Den Ouden

ANTH 477
LLOP Research Seminar
Instruction in how to develop a comprehensive plan for research on a Latino Studies topic with significant public policy implications. Review of research design procedures, literature assessment, problem definition, use of a range of qualitative and quantitative research methods drawn broadly from the social sciences.
Prerequisites: Permission of LLOP program and department.
Ms Negrón, Mr Sieber

ANTH 478
Directed Study I
Advanced students may conduct independent research under the supervision and guidance of members of the faculty. Please note: This course may not be counted toward the anthropology major distribution requirement.
Prerequisites: ANTH 105, or 106, or 107 (as appropriate), and permission of instructor. Open only to juniors and seniors with a 3.0 GPA in the major, except under exceptional circumstances to be evaluated by the instructor.
Hrs by arrangement, 1-3 Credits

ANTH 479
Directed Study II
See ANTH 478.

ANTH 480
Special Topics Seminar I
Intensive study of special topics, varying each year according to instructor.
Prerequisites: Vary with topic; usually the appropriate introductory-level course (ANTH 105, or 106, or 107) and junior standing; or permission of instructor.
3 Lect Hrs, 3 Credits

ANTH 483
Field Research in Cultural Anthropology
A supervised sequence of field research in cultural anthropology. This research involves continuous study in a field situation directed by a professional anthropologist. The course may include attendance at field schools directed by qualified faculty outside the University, with permission of the department. No more than six credits from field research courses (483, 484, 485, 486) can be applied toward the major.
Prerequisite: Permission of instructor. Six weeks of continuous field research.
3-10 Credits

ANTH 484
Field Research in Biological Anthropology
A supervised sequence of field research in biological anthropology. This research involves continuous study in a field situation directed by a professional anthropologist. The course may include attendance at field schools directed by qualified faculty outside the University, with permission of the department. No more than six credits from field research courses (483, 484, 485, 486) can be applied toward the major.
Prerequisite: Permission of instructor. Six weeks of continuous field research.
3-10 Credits

ANTH 485
Field Research in Archaeology
A supervised sequence of field research in archaeology. This research involves continuous study in a field situation directed by a professional anthropologist. The course may include attendance at field schools directed by qualified faculty outside the University, with permission of the department. No more than six credits from field research courses (483, 484, 485, 486) can be applied toward the major.
Prerequisite: Permission of instructor. Six weeks of continuous field research.
3-10 Credits

ANTH 486
Field Research in Linguistics
A supervised sequence of field research in linguistics. This research involves continuous study in a field situation directed by a professional anthropologist. The course may include attendance at field schools directed by qualified faculty outside the University, with permission of the department. No more than six credits from field research courses (483, 484, 485, 486) can be applied toward the major.
Prerequisite: Permission of instructor. Six weeks of continuous field research.
3-10 Credits

ANTH 488
Internship in Anthropology
Part-time work experience (8 hours per week) in an appropriate business, governmental, laboratory, clinical, museum, or non-profit institution, supervised by an on-site supervisor and an Anthropology Department faculty sponsor. Conferences

Department of Anthropology

with the course instructor and appropriate written work are required. The department strongly recommends that students take ANTH 352 before enrolling in this course. Note: This course may not be counted toward the anthropology major distribution requirement.
Prerequisites: ANTH 105, 106, and 107; three other ANTH courses in appropriate subdiscipline; junior standing; permission of instructor.
3 Lect Hrs, 3 Credits

ANTH 490
Independent Research I
Independent research in anthropology conducted under the supervision of members of the faculty. Please note: This course may not be counted toward the anthropology major distribution requirement.
Prerequisites: Senior standing, 4 upper-level courses in anthropology, 3.5 GPA in major, 3.0 GPA overall, and permission of an Honors advisor.

ANTH 491
Independent Research II
Independent research in anthropology conducted under the supervision of members of the faculty. Please note: This course may not be counted toward the anthropology major distribution requirement.
Prerequisites: ANTH 490 and permission of the student's Honors committee.
Hrs by arrangement, 3 Credits

DEPARTMENT OF ART

Faculty

Margaret Hart, Associate Professor and Chair; Professors Wilfredo Chiesa, Paul Tucker, Pamela Jones Rothwell; Associate Professors David Areford, Victoria Weston Hayao, Elizabeth Marran, Nancy Stieber, Ann Torke; Assistant Professors Erik Levine, Cat Mazza

The Department

The faculty of the Art Department includes both scholars and professional artists. The curriculum aims to combine their differing approaches to the visual experience. The art historical/critical studies curriculum engages students in an area of the humanities where they examine works of art in aesthetic terms and as bearers of cultural values. The creative/studio curriculum provides a sound basis in the creative process, in visual thinking, and in certain technical skills.

Requirements

The Major in Art

I. An art major shall consist of a minimum of twelve courses, including:
   A. Two of the following courses: ART 101, ART 102, and ART 104L.
   B. One art history course at the 300 level.
   C. Two studio courses in two media (drawing, printmaking, painting, photography, video, digital imagery, and sculpture).
   D. A third studio course at the 300 level.
   E. Three additional courses at the 300 or 400 level.
   F. A capstone course at the 400 level, as specified below.
   G. Two art electives. Only one elective can be at the 100 level.

II. At least six art courses, including the capstone and three additional 300 or 400 levels, must be taken at UMass Boston.

III. No more than one art course taken pass/fail may be counted toward the major.

IV. Independent study (ART 478, 479), field work/internships (ART 488, 489) and the first semester of honors (ART 491) will not count toward the minimum twelve courses required for the major.

Capstone courses should be taken during the last year of study, generally after the completion of 90 credits. Capstone courses include 400-level seminars (such as ART 436L, The American Suburb, ART 480, ART 481) and the final semester of honors (ART 492). Courses in independent study, field-work/internships, and the first semester of honors (ART 491) will not count for this requirement.

The Minor in Art History

I. An art minor consists of six courses, for a total of eighteen credits, including
   A. Two of the following courses: ART 101, 102, and 104L.
   B. Two art history courses at the 300 level.
   C. Two art history electives.

II. At least four of the six courses required for the minor in art history, including two at the 300 level, must be taken at UMass Boston.

III. None of the courses for the art history minor may be taken pass/fail.

Independent study (ART 478-479), field-work/internship (ART 488-489) and honors projects (ART 491-492) do not count toward the minimum six courses for the art history minor.

Honors

The department provides for a two-semester honors program in art for those seniors whose work has been outstanding. In order to qualify for the program a student must have

- a cumulative standing in Art of 3.5;
- an overall cumulative grade point average of 3.0;
- a total of 70 or more completed credits, at least 18 of which must be in Art (a minimum of 9 credits on this campus).

Qualified students must submit a proposal outline for ART 491 and 492 to the department chair during the third semester prior to graduation. The proposal, which must be endorsed by the potential supervisory faculty member, should provide for creative work and/or scholarly research. The honors committee has the responsibility for review of the initial proposal and for acceptance into both semesters of the program.

Transfer Credit Policy

Transfer students majoring in art must take a minimum of six art courses at UMass Boston, including three courses at the 300 level and the capstone course. Courses taken elsewhere will be evaluated by the department for major or elective credit. Students who take courses at UMass Boston similar in content to courses already transferred risk forfeiting credit.

Prerequisite Policy

All courses at the 100 and 200 levels are open to all students without prerequisites.

Studio courses at the 300 level require stipulated prerequisites; courses in art historical/critical studies require stipulated prerequisites or permission of instructor.

All courses at the 400 level require junior or senior standing, as well as completion of appropriate prerequisites. Final approval for enrollment in seminars will be given by the instructor; in all other courses, final approval will be given by the supervisory faculty and the department chair.

Waivers of prerequisites can be awarded in special circumstances by the department chair.

Fees

Lab fees are required for all studio courses in printmaking, photography, digital media, sculpture and video, and for some special workshops. Fees are listed in the registration booklet and are billed through the Bursar's Office. Students are advised that lab courses often require considerable expenditures in addition to the lab fee.

Cross-Listed Courses

Courses followed by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example, "ART 104L (ASIAN 104L)," which is cross-listed with the Program in Asian Studies.

Courses

ART 105G
Eyes on the Ball: The Art of Play

ART 220G
Images of the Body

ART 268G
Photography and Society

For a complete description of these courses, see the "First-year and Intermediate Seminars" section of this publication.

ART 100
The Language of Art
The course teaches students to begin to understand the processes of artistic creation. It enables the student to grasp the expressive content of works of art in a wide variety of media and to analyze how the artist creates his/her effect. It is not an

Department of Art

historical survey. Through lectures, discussions, field trips, and museum visits, the student studies paintings, sculptures, and buildings; examples are chosen as often as possible from the Boston area. The course addresses such concepts as elements of composition, rhythm, symmetry, and space; and the possibilities of differing interpretations of subject matter. It offers a solid introduction to the arts by developing the student's ability to see and analyze forms as the result of aesthetic and interpretive decisions. (Course offered in CCDE.)
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits

ART 101
Ancient and Medieval Art
The course offers an historical survey of art and architecture of the ancient world, giving particular emphasis to Egyptian, Greek and Roman cultures. Students are also introduced to the arts in Medieval Europe, with a special focus on the Romanesque and Gothic styles. (Course offered in the fall only.)
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits

ART 102
Renaissance to Modern Art
An historical survey of Western art and architecture from the fifteenth century to the twentieth century. The course deals with different aspects of the art of the Renaissance in Italy and the North, the Baroque and Rococo, Neoclassicism and Romanticism, Realism and Impressionism, and Post-Impressionism. (Course offered in the spring only.)
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits

ART 104L (ASIAN 104L)
Introduction to East Asian Art
This course is an introduction to East Asian art, focusing on Japan and China. It is divided into three historical segments: early forms of Buddhism, paintings of the scholar class, and the interaction of tradition with imported Western cultural forms. These topics provide a comparative context for exploring style, culture, class and gender.
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Weston-Hayao

ART 210
Studies in the History of Art
Topics vary from semester to semester according to the needs of the program and opportunities to engage visiting specialists. Please contact the department for descriptions of current and/or contemplated offerings. (Course not offered on a regular basis.)
3 Lect Hrs, 3 Credits

ART 230
Architecture, Design, and Society
This course introduces students to Western and non-Western architecture and design. It explores the social, economic, and political roles of the design professions while tracing theory, technique, and form from ancient times to the present. Although the contributions of architecture are emphasized, the course also examines landscape architecture, urban design, and interior design. Sophomore standing is recommended.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Stieber

ART 250
Art of the Twentieth Century
An analysis of the art of the twentieth century involves fundamental issues of form and content shared by all the arts. Taking a threefold approach—formal, critical, and historical—this course examines the development of modern painting, sculpture, and architecture as well as the ascendant art forms of photography, video, and performance. It analyzes general theories and specific works in detail. Through class discussions, reading assignments, papers, and field trips, the student learns that the formal problems posed by twentieth century art are closely related to those in literature, music, and theater, for they are problems of structure and definition, harmony and rhythm, diction and coherence. The student thus develops critical capabilities that he or she can apply to works by Picasso or Eliot, Matisse or Ravel.
3 Lect Hrs, 3 Credits
Mr Tucker

ART 252
American Art in Boston
A historical survey of painting, sculpture, and architecture in Boston from the seventeenth to the early twentieth centuries. Emphasis is given to the principal theories and intellectual currents that shaped American art. Topics include an analysis of Puritan aesthetics, the search for an American style, eclecticism and diversity in the nineteenth century, and Boston Impressionism. (Course offered in the summer only.)
3 Lect Hrs, 3 Credits

ART 254
American Architecture
A survey of American architecture and town planning from the seventeenth century to the present. Topics include early colonial architecture, the search for a new style for the new republic, nineteenth century expansion and eclecticism, the revival of domestic architecture, the skyscraper style, and the development of modern architecture in the twentieth century.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Ms Stieber and Staff

ART 256
The Arts of Japan
This course is a chronological survey of Japan's major artistic traditions. Painting, sculpture, ceramics and architecture are set in historical, religious, and cultural contexts, with particular emphasis on identity issues deriving from Japan's periodic participation in continental Chinese culture. The course is organized to foreground issues of social class in terms of patronage, power, and representation.
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Weston-Hayao

ART 258
The Arts of China
This course surveys major artistic traditions of China, beginning with its earliest history. Topics include ritual bronzes, sculpture, ceramics, and the major genres of painting. The course material focuses on the central problem of culture and class identity: how culture, and more specifically art objects and style, are used to shape class identity and power.
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Weston-Hayao

ART 260
Topics in the Art of Asia
A course in the art and architecture of Asia. Subjects vary, but have included Buddhist art, the art of India, Far Eastern painting, and Japanese graphics. Topics are announced during the preregistration period. (Course not offered on a regular basis.)
3 Lect Hrs, 3 Credits
Ms Weston-Hayao

ART 265
Film Analysis
Any thorough and systematic study of film, because of its essentially interdisciplinary nature, must address concerns and

Department of Art

problems common to other forms of artistic expression such as literature, theater, painting, and photography. This course goes beyond the conventional experience of theater and TV viewing and employs detailed analysis by means of slow motion and still frame techniques. The films studied include examples of classic Hollywood, contemporary American, and foreign feature films, and the documentary. The course is not primarily historical in emphasis; rather, its concerns are the visual language of film, its use as the vehicle for narrative and theme, and major film types and styles.
Distribution Area: The Arts (AR).
4 Lect/Viewing Hrs, 3 Credits

ART 267
Great Film Directors
A critical and analytical examination of selected works by four major film directors. Directors to be included vary each time the course is offered. (Course not offered on a regular basis.)
3 Lect Hrs, 3 Credits

ART 277
Art History in Action: Materials and Methods
Through the close analysis of texts and works of art, this course examines the kinds of questions art historians have asked and are now asking and the variety of methods they use to study issues of style, subject matter, artistic intentionality, reception, and personal and ethnic identity. It also addresses the institutions—such as universities, museums, auction houses, and publishing houses—that provide forums for art historical discourse. Critical analysis of the field of art history is supported by multiple classes taught on site in local museums. Students will be given a detailed introduction to research materials and the mechanics of academic writing, including how to write a visual analysis; how to compile and annotate a bibliography; how to distinguish what belongs in the text from what belongs in the endnotes; how to construct an argument; and ultimately, how to write a research paper. Some material will be presented in a lecture format, but most classes will focus on group discussions, student presentations, and in-class collaborative projects.
Prerequisite: ART 101 or ART 102 or ART 104L; or permission of instructor.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Ms Jones-Rothwell

ART 281
Drawing I
A comprehensive introduction to basic materials and techniques, with emphasis on drawing as a primary means for the description and interpretation of people and their environment. Problems in still life, landscape, and life drawing. Fundamentals of visual language are also addressed.
Distribution Area: The Arts (AR).
3 Studio Hrs, 3 Credits
Mr Chiesa, Ms Marran, and Staff

ART 286
Introduction to Sculpture
This course introduces the concepts, processes, and materials that form the foundation and evolving definition of sculpture. It will explore the autobiographical, aesthetic, conceptual, and formal possibilities through the sculpture-making practice, including video, installation, public art, object-based works, and performance. It involves the practice of learning to "see" through the activity of making sculpture. This class will act as an introductory forum for students engaged in the exploration of possibilities in sculpture and will push students to question conventional ideas about contemporary art and sculpture and define it for themselves. It will challenge every student to develop a critical self-awareness about his or her own work and better understand the issues and contexts that inform art making in today's world.
Distribution Area: The Arts (AR).
3 Studio Hrs, 4 Credits
Mr Levine

ART 287
Introduction to Printmaking
This course is an introduction to the major categories of printmaking-planographic, relief, intaglio and stencil—through lectures, demonstrations, field trips, and studio work. The course seeks to foster students' appreciation of the significance of the fine print and the production of editions. Students' production of their own prints enhances their understanding of the critical relationship between process and product.
Distribution Area: The Arts (AR).
3 Studio Hrs, 4 Credits
Ms Marran

ART 293
Photography I
An introduction to basic issues in photography. The mechanics of the camera, the techniques of the darkroom, and matters of creative and personal import are addressed through illustrated lectures, class critiques, and assigned lab hours. Some attention is given to the history of photography.
Distribution Area: The Arts.
3 Studio Hrs, 4 Credits
Ms Hart and Staff

ART 295
Introduction to Video
This studio course is an introduction to working creatively with moving images within a personal, historical, and critical framework. Through technical workshops using iMovie and Final Cut Pro on the Macintosh, students explore the potential of digital non-linear editing and examine the characteristics and strategies of various genres and forms to inform and enrich their own production.
Distribution Area: The Arts (AR).
3 Studio Hrs, 4 Credits
Ms Torke

ART 297
Introduction to Digital Imaging
Introduces students to an informed and critically engaged art practice using digital imaging software tools in a Macintosh environment. Lab hours are required for the successful completion of the course.
3 Studio Hrs, 4 Credits
Ms Wagner

ART 305
Early Medieval Art
This course is a chronological survey of the art and architecture of Western Europe and Byzantium from the Early Christian period to the rise of the Holy Roman Empire (c.200–c.1100 C.E.). Lectures, readings, and discussions will focus on the religious, political, and socioeconomic contexts in which art objects were produced. Important themes in the course include the origins of Christian images, the debate over the place of images in religious worship, the role of patrons and politics, the impact of pilgrimage, the cult of relics and saints, and the changing depiction of Christ.
Prerequisite: ART 101 or permission of instructor.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Mr Areford

ART 306
Romanesque and Gothic Art
This course is a chronological survey of the art and architecture of Western Europe from the Romanesque to the late Middle Ages (c.1100-c.1500). Lectures, readings, and discussions will focus on the religious, political, and socioeconomic contexts in which art objects were produced. Especially

Department of Art

important are key themes such as the impact of monasticism, the experience of pilgrimage, the cult of relics and saints, the role of patrons and politics, the relationship between text and image, issues of gender and viewership, the liturgical function of the art object, and the rise of private devotional practices.
Prerequisite: ART 101 or permission of instructor.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Mr Areford

ART 309
Northern Renaissance Art
This course surveys the art produced in Northern Europe (primarily the Netherlands, France, and Germany) from the fourteenth through the sixteenth centuries. Lectures, readings, and discussions will stress key themes, such as the role of patronage, the rise of the "self-conscious artist," the dynamics of material and original setting, the development of new kinds of subject matter, the beginnings of printmaking, the rise of the art market, the impact of devotional practices and pilgrimage, and the use of images by religious reformers.
Prerequisite: ART 101 or permission of instructor.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Mr Areford

ART 310
Studies in the History of Painting
A course designed to provide in-depth study in different aspects of the history of painting, dealing with ideas, issues, movements, and major figures. Topics vary by semester and instructor. Consult current course announcement for specifics.
Prerequisite: Permission of instructor.
(Course not offered on a regular basis.)
3 Lect Hrs, 3 Credits

ART 311
Early Italian Renaissance Art
This course focuses on early Renaissance art and architecture in Italy, 1300-1500. Focusing on Tuscany, it assesses how the visual arts were informed by humanism, politics, monastic reform, and the emergence of a wealthy mercantile class. The course also considers artists' growing self-awareness as professionals contributing to intellectual developments. Artists to be studied include Giotto, Brunelleschi, Donatello, Masaccio, Alberti, and Botticelli.
Prerequisite: ART 101 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Jones Rothwell

ART 312
Late Italian Renaissance Art
This course concerns Italian Renaissance painting and sculpture of the sixteenth century, the age of Leonardo, Michelangelo, Bronzino, Giambologna, and Titian. It studies artistic style and theory in the High Renaissance, Mannerist, and Maniera periods in light of religious, political, and social developments. Emphasis is given to art produced in Florence, Rome, and Venice.
Prerequisite: ART 102 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Jones Rothwell

ART 313
Baroque Art and Architecture in Italy from Caravaggio through Guarini
Focusing on Baroque art and architecture in Italy circa 1580-1680, this course examines art in the context of religious reform, scientific discoveries, and political absolutism to determine how these developments informed the style, subject matter (both religious and secular), and functions of art in society. Artists to be studied include Caravaggio, Bernini, Borromini, Claude, Poussin, and Guarini.
Prerequisite: ART 102 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Jones Rothwell

ART 314
Northern Painting of the 17th Century: The Age of Rembrandt
This course concerns painting in Spain and the Low Countries during the 17th century when Hapsburg Spain and Belgium were Catholic and the Netherlands was a Protestant republic. It looks at how artistic style and the art market were affected by the differing political, religious, and economic conditions in each of these regions. Artists to be studied include Velazquez, Rubens, Van Dyck, Rembrandt, Hals, Vermeer, and Ruisdael.
Prerequisite: ART 102 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Jones Rothwell

ART 316
Painting, 1780-1850
An investigation of the major movements in European painting between 1780 and 1850—Neoclassicism and Romanticism—and the leading figures responsible for their development: Blake, Fuseli, Goya, David, Runge, Friedrich, Constable, Turner, Gericault, Delacroix, and Ingres.
Prerequisite: ART 102 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Tucker

ART 317
Painting, 1850-1900
Painting in the second half of the nineteenth century: realism, impressionism, symbolism, art nouveau and post-impressionism. The course traces the development of these movements and of the leading figures responsible for their development (e.g., Courbet, Degas, Manet, Matisse, Monet, Seurat, Gauguin, Van Gogh, Cezanne).
Prerequisite: ART 102 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Tucker

ART 319
Painting, 1945 to the Present
Trends and tendencies in contemporary art: abstract expressionism, pop, op, minimal, post-painterly abstraction, color field, new realism, happening, performance art, video and conceptual art, the new expressionism, and Neo Geo art. In addition to investigating these movements and the major figures involved in their development, the course also considers the role of contemporary criticism and its influence on the arts.
Prerequisite: ART 102 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Tucker

ART 330
Studies in the History of Architecture
A course designed to provide in-depth study of historical and contemporary ideas, issues, and major figures in architecture and urban planning. Topics vary by semester and instructor. Consult current course announcement for specifics. (Course not offered on a regular basis.)
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Ms Stieber and Staff

ART 336
From Caves to Condos: The History of Housing Design
This course provides an introduction to the history of housing design, particularly those design traditions which have influenced contemporary American housing. It examines ancient, pre-modern, and modern housing types in rural, urban, and suburban settings. It considers vernacular, commercial, and architect-designed housing, both private and public. The course not only examines architectural styles and construction, but also addresses issues of class, gender, and politics as they relate to housing design.
Prerequisite: ART 101, or ART 102, or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Stieber

Department of Art

ART 338
Nineteenth-Century Architecture
This course discusses stylistic and theoretical developments in architecture during the nineteenth century, with an emphasis on European architects. It looks at the changing character of classicism and the rise of a Gothic revival; as well as at the impact of new technologies, new types of building (the railroad station, the department store), and the architectural response to social problems through housing and town planning.
Prerequisite: ART 101 or ART 102 or ART 230 or permission of instructor.
3 Lect Hrs, 3 credits
Ms Stieber

ART 339
Twentieth-Century Architecture
Theory and form in twentieth century architecture. The course presents a detailed examination of architecture in both Europe and America since 1900. Subjects include art nouveau; de Stijl; the Bauhaus; the new internationalism as against art deco styles; fascist and capitalist architecture of the thirties and forties; minimalist styles as against revivalism; the sculptural and monumental as against nihilist attitudes in contemporary architecture. Some thought is given to the contrast between "popular" and "elitist" styles. Considerable attention is given to contemporary theories on the function and forms of architecture.
Prerequisite: ART 102 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Stieber

ART 340
Studies in the History of Criticism and Aesthetics
A course in the analysis of aesthetics and art criticism designed to provide a better understanding of issues and major developments in the history of ideas. Topics vary by semester and instructor. Consult current course announcement for specifics. (Course not offered on a regular basis.)
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

ART 345
Picasso: Art and Life
This course examines Picasso's work from his youthful essays of the 1890s to his heroic efforts of the 1970s. In addition to tracing the formal development of his career, the course explores the many influences that shaped his efforts, the criticism his work provoked, and the ways in which his production altered or reflected that of his peers.
Prerequisite: ART 102 or 250 or permission of instructor.
3 Lect Hrs, 3 credits
Mr Tucker

ART 347
Arts of Power
This course considers the role of art in discourses of power in the West from the Renaissance through the twentieth century. It explores the use of the visual arts by republicans, emperors, popes, absolutist monarchs, totalitarian rulers, and capitalist leaders. Topics vary; examples include the Sienese Republic, Medici dukes, Louis XIV, Pope Urban VIII, Napoleon I, and Hitler.
Prerequisite: ART 102 or HIST 112 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Jones Rothwell

ART 348
Caravaggio
This course focuses on Caravaggio, the revolutionary Italian Baroque painter. Emphasis is given to the widely different interpretations of both the artist himself and his work. Caravaggio's paintings are studied in their original intellectual, religious, and social contexts. In addition, the reception of Caravaggio and his art in the 17th century and in our own day is analyzed in detail.
Prerequisite: ART 102 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Jones Rothwell

ART 356
Japanese Architecture
This course surveys the major architectural traditions of Japan from their origins to the twentieth century. Topics include the development of indigenous styles of architecture—Shinto shrines, tea houses and gardens, among others—and the joint impact of Buddhism and Chinese/Korean culture.
Prerequisite: ART L104 or ART 256, or permission of instructor.
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Weston-Hayao

ART 357
Japanese Art and Westernization
This course explores the role art has played in the notion of a national identity. We will begin by looking at art in Japan during the last of the feudal eras, when the Tokugawa shoguns ruled a Japan comprised of semi-autonomous domains (1615–1868). The shoguns closed Japan to the outside world: No Japanese could leave the country or conduct trade, and only the Chinese and the Dutch were permitted and exceedingly limited commodities trade.

In the mid-nineteenth century, everything changed when American gun ships demanded that Japan cease its isolation policy. Japanese leaders directed their energies toward modernization (and, inherently, Westernization) to safeguard the country and gain redress from the treaties. This course will focus on the late nineteenth and early twentieth centuries to see how the art of the period reflects monumental changes in every aspect of Japanese life.
Prerequisite: ART 104L or ART 256.
Distribution Area: World Cultures (WC).
3 Lect Hrs, 3 Credits
Ms Weston

ART 365
The Documentary Film
A survey of nonfiction film examining the evolution of rhetorical and visual techniques in their historical contexts. The course focuses on the major schools of the documentary as well as on specific filmmakers. (Course not offered on a regular basis.)
Prerequisite: ART 265 or permission of instructor.
4 Lect /Viewing Hrs, 3 Credits

ART 377
Introduction to Multimedia
This studio art course is an introduction to interactive multimedia that focuses on the computer as a tool for making creative work. Students are exposed to current software, focusing on audio, video, and interactive elements, and also are asked to explore the relationship of the digital environment to traditional and historical art concepts.
Prerequisite: ART 297 or permission of instructor.
3 Studio Hrs, 4 Credits
Ms Wagner and Staff

ART 380
Studio Workshop
A course dealing with one or more techniques, media, and problems not covered or explored in other specific workshops. Content varies; consult current course announcement. (Course not offered on a regular basis.)
Prerequisites: Two studio courses to be specified by the individual instructor.
3 Studio Hrs, 3 Credits

Department of Art

ART 381W
Drawing Workshop
A continuation of Drawing I, this course introduces wet media and color and involves assigned visual problems which emphasize individual pictorial statements. The focus of the course varies each semester. May be repeated for credit.
Prerequisites: ART 281 plus one additional art course or permission of instructor. To repeat ART 381, four art courses are prerequisite, including one in art history.
3 Studio Hrs, 3 Credits
Ms Marran and Staff

ART 383
Painting Workshop
This course addresses problems in painting, emphasizing the articulation of personal pictorial statements. Different media and techniques are tested against traditional and non-traditional approaches, both formal and conceptual. Topics vary each semester. May be repeated for credit.
Prerequisites: ART 281 plus one additional art course or permission of instructor. To repeat ART 383, four art courses are prerequisite, including one in art history.
3 Studio Hrs, 3 Credits
Mr Chiesa and Staff

ART 386
Sculpture Workshop
An introduction to artmaking in three-dimensional space based on previous experience in studio classes across a variety of media. Students are encouraged to challenge traditional notions of sculpture and to experiment with installations, performance, and multi-media approaches. May be repeated for credit.
Prerequisites: One studio course plus one additional art course or permission of instructor. To repeat ART 386, four art courses are prerequisite, including one in 20th-century art history.
3 Studio Hrs, 3 Credits

ART 387
Printmaking Workshop
This course explores diverse printmaking techniques, combining and incorporating them into other visual disciplines such as painting, photography, and digital media. Students are challenged to develop their imagery and concepts and to articulate their ideas. This course is topic-oriented; the particular focus varies each semester. May be repeated for credit.
Prerequisites: ART 287 plus one additional art course or permission of instructor. To repeat ART 387, four art courses are prerequisite, including one in art history.
3 Studio Hrs, 4 Credits
Ms Marran

ART 393W
Photography Workshop
This workshop is designed to expand knowledge of photography learned in Photography I through individually initiated projects. While technical improvement is essential, emphasis is always given to the ideas and intentions behind the projects. Topics vary each semester. May be repeated for credit.
Prerequisites: ART 293 plus one additional art course or permission of instructor. To repeat ART 393, four art courses are prerequisite, including one in art history.
3 Studio Hrs, 4 Credits
Ms Shook and Staff

ART 395W
Video Workshop
Designed to strengthen and expand students' technical facility through hand-on exploration of non-linear digital editing using Final Cut Pro software on the Macintosh. This course also helps foster the development of a personal vision within a historical and critical framework of emerging digital technology. Workshops may be devoted to specific genres and/or specific technical or conceptual concerns. May be repeated for credit.
Prerequisites: ART 295 plus one additional art course or permission of instructor. To repeat ART 395W, four art courses are prerequisite, including one in art history.
3 Studio Hrs, 4 Credits
Ms Torke

ART 397
Digital Media Workshop
An exploration of digital media in the process of making art. Students utilize imaging software at an advanced level, building on skills learned in ART 297 and ART 377. The course expands the understanding of digital art as it relates to contemporary art practice and to traditional art processes such as drawing and painting. Topics vary and the course may be repeated for credit.
Prerequisites: ART 297 and ART 377 or permission of instructor. To repeat ART 397, four art courses are prerequisite, including one in 20th-century art history.
3 Studio Hrs, 4 Credits
Ms Wagner

ART 436L (AMST 436L)
The American Suburb
This course traces the history of the American suburb during the nineteenth and twentieth centuries, emphasizing the changing social and physical character of suburban development. It investigates the relationship between design and society through the study of such topics as the nature of domesticity, the technologies of housekeeping, the impact of the automobile, and the suburb in the American imagination.
Prerequisites: Two 300-level art history courses or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Stieber

ART 440
Museums: History, Theory, and Practice
Through extensive field trips to local art, science, ethnographic and history museums, this course introduces students to the history, goals, and current challenges of these institutions. Students consider such issues as how culture is represented in the museum, who benefits from museum displays, and how the museum shapes and reflects political agendas and domains of knowledge. (Course not offered on a regular basis.)
Prerequisite: Two 300-level art history courses or permission of instructor.
3 Lect Hrs, 3 Credits

ART 478
Independent Study
Independent investigation of a special area under the supervision of qualified faculty. Open to a limited number of students in any semester. A written prospectus of the project is required of applicants. Please note: ART 478 and 479 cannot be counted toward the minimum major requirement of twelve departmental courses. (Course offered in the fall only.)
Prerequisite: Permission of instructor and department chair.
Hrs by arrangement, 1-3 Credits

ART 479
Independent Study
See ART 478. (Course offered in the spring only.)

ART 480
Seminar in Visual Studies
Designed primarily for the art major, to provide advanced work in areas and topics not normally offered in existing courses. Course content varies with instructor. May be repeated for credit. (Course offered in the fall only, and not on a regular basis.)
Prerequisites: Permission of instructor.
3 Lect Hrs or 5 Studio Hrs, 3 Credits

ART 481
Seminar in Visual Studies
See ART 480. (Course offered in the spring only.)

Department of Art

ART 488
Special Problems: Field Work
An independent project with an off-campus project focus under the supervision of a qualified professional. Open to a limited number of students in any semester. A written prospectus of the project, and a written final report, are required of all applicants. Please note: ART 488 and 489 cannot be counted toward the minimum major requirement of twelve departmental courses. (Course offered in the fall only.) (Course offered on a pass/fail basis only.)
Prerequisites: Permission of instructor and department chair.
Hrs by arrangement, 1-6 Credits

ART 489
Special Problems: Field Work
See ART 488. (Course offered in the spring only.) (Course offered on a pass/fail basis only.)

ART 491
Honors Project
This is the first semester's work of two leading to consideration for the award of Honors in Art. Course work includes an approved creative and/or research project under faculty supervision. Grades are to be awarded by supervising faculty as in regular independent study courses. Students may elect to withdraw from consideration for Honors and continue other course work without jeopardy to grades or credit. See departmental regulations for a description of this program.
Prerequisite: Permission of departmental Honors Committee.
3 Hrs by arrangement, 3 Credits

ART 492
Honors Project
Continuation of work begun in ART 491. Candidacy for continuation in the Honors Program will be determined by the Honors Committee prior to enrollment in this course. Students may elect to withdraw from consideration for Honors and continue other work without jeopardy to grades or credit. Grades are to be awarded by supervising faculty as in regular independent study courses.
Prerequisite: Permission of departmental Honors Committee.
Hrs by arrangement, 3 Credits

ASIAN STUDIES

Faculty

Michael LaFargue (Philosophy), Director; Jalal Alamgir (Political Science), Elora Chowdhury (Women's Studies), Alex DesForges (Modern Languages), Sari Kawana, (Modern Languages), Rajini Srikanth (English), Lakshmi Srinivas (Sociology), Ananya Vajpeyi (History), Victoria Weston (Art), Zhang Wu, (Political Science), Weili Ye, (Asian Studies, History, and Women's Studies); Lecturers Xu Guo Chan, Phuong Nguyen, Makoto Takenaka

The Program

The Asian Studies Program at UMass Boston is an interdisciplinary program that currently offers a track on East Asia (China, Japan, Korea, and Vietnam). In the future, it will also offer a track on South Asia (Pakistan, India, Bangladesh, and Sri Lanka).

Asia is home to almost half of the world's population. It is the site of significant growth in new technologies, and the skills of its population are rapidly increasing. It produces an increasing percentage of the world's manufactured products. Its cultural products (movies, traditional medicine, art, architecture, food, style of clothing, music) are increasingly influential. Its political alignments will be enormously influential in shaping the future of the world. Its models of governance and administration stand in sharp contrast to those in the West. Asian countries have rich cultural heritages in religion and philosophy, literature, and the fine arts that continue to exercise influence on other countries worldwide.

The Asian Studies curriculum at UMass Boston consists of courses from a wide variety of academic disciplines, offering students an opportunity to study this area of the world from a number of different perspectives. Many students enroll in Asian Studies as a preparation for careers in business, or in governmental or nongovernmental organizations, that involve dealing with Asian societies.

Requirements

The Major

Currently, we offer a major in an East Asia track of Asian Studies. (In the future, we plan to offer a major in South Asia as well.)

Requirements for the major in the East Asia track of Asian Studies consist of four core courses, a language requirement, and five electives.

Four core courses:

- HIST/ASIAN 115L Survey of Contemporary Asia
- PHIL 297 Asian Philosophy
- One 300-level course related to South Asia
- A capstone course, The Idea of Asia

Language requirement:

- Intermediate Chinese or JAPAN 201 and 202.

Students with no knowledge of these languages will need to take CHINSE or JAPAN 101 and 102 as prerequisites for placing into the intermediate 200-level language courses. Students placing out of CHINSE or JAPAN 202 will substitute two other courses related to East Asia, 200 level or above. (See list below.)

(We currently do not offer two intermediate-level courses in Vietnamese. Students who wish to count Vietnamese as fulfillment of the language requirement should consult the director of Asian Studies.)

Five electives:

Five electives related to East Asia, three of which must be at the 300 level or above (See list below.)

Other restrictions may apply, related to the number of transfer courses allowed, disallowing courses taken on a pass/fail basis, and the minimum average grades for courses counting toward this major. Consult with an East Asian Studies faculty advisor or the Asian Studies director about these, or check for updates on the Asian Studies website.

Minors

Asian Studies currently offers two minors, both in East Asian Studies.

I. Minor in Cross-Cultural East Asian Studies

The minor in cross-cultural East Asian Studies is designed for students who wish to develop a broad, multidisciplinary understanding of the cultures of East Asia (China, Korea, Vietnam, and Japan).

The requirements of this minor are as follows:

1) Seven courses minimum, with no more than two 100-level courses counting toward the minimum and including two courses at the 300 level or above.

2) One of the following introductory courses:

ASIAN L160/HIST L160: East Asian Civilizations I, prior to 1850

ASIAN L161/HIST L161: East Asian Civilizations II, since 1850

3) Six non-language electives, chosen among courses related to East Asia. (See list below.) Students who wish to get credit for language courses in this minor should consult the director of the Asian Studies Program.

II. Minor in East Asian Languages

The minor in East Asian Languages is designed to permit students a focus on language study in concert with coursework in allied disciplines. UMass Boston offers Chinese and Japanese, with limited offerings in Vietnamese as well. Students in this minor must focus on one of these languages and complete coursework through the second year of language study.

The requirements of this minor are as follows:

1) Language proficiency through at least the second year in Chinese, Japanese, or Vietnamese. Only one 100-level language course may count toward this requirement. Students must complete first-semester language (the 101 course) or place out of that course to begin accumulating credits toward this program. Students must take three language courses.

2) Four electives. Two of these courses must be at the 300 level or above, but only one of them may be in the focus language. Students may take no more than two 100-level courses to count toward this minor (typically, one 100-level course is devoted to language study). Students are encouraged to take courses that build context for language, such as those focused on cross-cultural studies or those devoted to the country of interest, but this is not required.

Other restrictions may apply, related to the number of transfer courses allowed, disallowing courses taken on a pass/fail basis, and the minimum average grades for courses counting toward this major. Consult with an East Asian Studies faculty advisor or the Asian Studies drector about these, or check for updates on the Asian Studies website.

Note that the Department of Modern Languages now also offers a minor in Chinese Language.

Asian Studies

Language courses (these cannot count toward the cross-cultural minor in East Asian Studies)
CHINSE 101 Elementary Chinese I
CHINSE 102 Elementary Chinese II
CHINSE 105 Elementary Chinese for Heritage Speakers
CHINSE 201 Intermediate Chinese I
CHINSE 202 Intermediate Chinese II
CHINSE 301 Advanced Chinese I
JAPAN 101 Elementary Japanese I
JAPAN 102 Elementary Japanese II
JAPAN 201 Intermediate Japanese I
JAPAN 202 Intermediate Japanese II
JAPAN 301 Advanced Japanese
VIET 101 Elementary Vietnamese I
VIET 102 Elementary Vietnamese II
VIET 201 Intermediate Vietnamese I

Courses in East Asian History and Culture
Art/Asian 104L Introduction to East Asian Art
ART 256 Arts of Japan
ART 258 Arts of China
ART 356 Japanese Architecture
CHINSE 253 Is Culture Power? Rethinking "Traditional" Chinese Culture
CHINSE 260 Modern Chinese Fiction in Translation
CHINSE 276 Modern Chinese Cinema
CHINSE 303 Readings in Chinese: 20th Century Short stories
CHINSE 376 Topics in Chinese Cinema
CHINSE 378 Independent Study
CHINSE 379 Independent Study
CHINSE 478 Readings & Research
CHINSE 479 Readings & Research
CHINSE 498 Honors Thesis Chinse
ASIAN 478 Independent Study
ASIAN 479 Independent Study
ASIAN 480 Topics in East Asian Studies
ECON 337 Emerging Economies of Asia
HIST/ASIAN 160L East Asian Civilization to 1850
HIST/ASIAN 161L East Asian Civilization since 1850
HIST/ASIAN 360 Traditional China
HIST/ASIAN 361 Modern China
HIST/ASIAN 362 Traditional Japan
HIST/ASIAN 363 Modern Japan
JAPAN 250 Modern Japanese Literature
JAPAN 252 Traditional Japanese Literature
JAPAN 270 Introduction to Japanese Culture
JAPAN 276 Postwar Japanese Cinema: From Kurosawa Akira to Kurosawa Kyoshi
JAPAN 378 Independent Study
JAPAN 379 Independent Study
JAPAN 478 Readings & Research
JAPAN 479 Readings & Research
JAPAN 498 Honors Thesis Japan
RELSTY/ASIAN 232L East Asian Religions
RELSTY/ASIAN 358L Psychology, Politics, and Philosophy in East Asia
POLSCI 387 Government and Politics of China
WOST/ASIAN 359 Women in Modern China

300-level courses related to South Asia (one is required for students in the East Asia Track of the Asian Studies Major)
HIST 364 India since 1857
WOST 345 Gender, Religion, and Politics in South Asia
WOST 355 Gender, Development, and Globalization
SOCIOL 375L Popular Indian Cinema
ECON 337 Emerging Economies of Asia

Courses

ASIAN 104L (ART 104L)
Introduction to East Asian Art
This course is an introduction to East Asian art, focusing on Japan and China. It is divided into three historical segments: early forms of Buddhism, paintings of the scholar class, and the interaction of tradition with imported Western cultural forms. These topics provide a comparative context for exploring style, culture, class and gender.
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Weston

ASIAN 115L (HIST 115L)
Survey of Contemporary Asia
This broad survey course provides a basic familiarity with some of the major political, social and cultural issues in modern Asia from the mid-nineteenth century to the late twentieth century. We will deal specifically with China, Japan, Vietnam, India, Pakistan and Bangladesh. Our major themes include social inequality, religious and ethnic diversity, political conflict and economic change (South Asia), colonialism and war (South East Asia), and military nationalism, revolution, alternative paths to modernity, and economic development (East Asia). Asian Studies 115 is the gateway course for all students wishing to major in Asian Studies at UMass Boston.
Distribution Area: World Cultures (WC).
3 Lect Hrs, 3 Credits

ASIAN 160L (HIST 160L)
East Asian Civilizations I to 1850
An introduction to the traditional civilizations of China, Japan, and Korea, from the earliest times until the arrival of the industrial West in the nineteenth century.
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Ye

ASIAN 161L (HIST 161L)
East Asian Civilizations II since 1850
An introduction to the political, social, and economic modernization of China, Japan, and Korea, from the arrival of the industrial West in the mid-nineteenth century to the present day.
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Ye

ASIAN 232L (RELSTY 232L)
East Asian Religions: Buddhism and Taoism
This course focuses mainly on Taoism and Mahayana Buddhism, briefly touching also on Hinduism, Confucianism, and Shinto. It situates the classical teachings of these traditions in their historical contexts in India and East Asia, compares them to other world views more prevalent in the West, and invites students to consider their possible relevance to life in the world today.
Distribution Area: World Cultures (WC).
3 Lect Hrs, 3 Credits
Mr LaFargue

ASIAN 358L (RELSTY 358L)
Psychology, Politics, and Philosophy in East Asia
Why do attitudes in China, Korea, and Japan differ from Western attitudes on such issues as human rights; individualism and community; child rearing; moral and psychological development; the role of government; and proper behavior in business organizations? This course explores the roots of these differences in the Confucian tradition.
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits

ASIAN 359L (HIST 359L/WOST 359L)
Women in Modern China
This course examines the social and cultural roles of Chinese women, and their changes over time. Emphasis is given to twentieth-century China, especially the People's Republic period.
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Ye

Asian Studies

ASIAN 360L (HIST 360L)
Traditional China
A survey of traditional China from ancient times to about 1800, with emphasis on cultural, intellectual, and social developments. ASIAN 160L (HIST 160L) is not required, but is recommended.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Ms Ye

ASIAN 361L (HIST 361L)
History of Modern China
A survey of the political, social, and intellectual development of China from 1800 to the present, with emphasis on Sino-Western relations and twentieth century reform and revolution. ASIAN 161L (HIST 161L) is not required, but is recommended.
Prerequisite: Sophomore standing.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Ye

ASIAN 362L (HIST 362L)
Traditional Japan
A historical survey of the cultural, political, social, and economic developments in Japan from ancient times to about 1800, with special emphasis on the formation of the cultural and social traditions of Japan. ASIAN 160L (HIST 160L) is not required, but is recommended.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Ms Ye

ASIAN 363L (HIST 363L)
Modern Japan
A historical survey of the economic, social, political and cultural developments in Japan from 1800 to the present, with special consideration of economic and foreign policy problems. ASIAN 161L (HIST 161L) is not required, but is recommended.
Prerequisite: Sophomore standing.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Ye

ASIAN 478, 479
Independent Study
For those with special interest in a project dealing with East Asia.
Prerequisite: Permission of program director.
Hrs by arrangement, 3 Credits

ASIAN 480
Topics in Asian Studies
Variable content course: offered on an irregular basis.
3 Lect Hrs, 3 Credits

ASIAN AMERICAN STUDIES PROGRAM

Faculty

Peter Kiang, Professor and Director, GCE (Curriculum and Instruction and Asian American Studies); Professors Connie Chan, MGS (Public Policy); Eunsook Hyun, GCE (Curriculum and Instruction); Wenfan Yan, GCE (Leadership in Education) Associate Professors Pratyush Bharati, CM (Management Science and Information Systems); Xiaogang Deng, CLA (Sociology); Richard Hung, CPCS (Human Services); Marlene Kim, CLA (Economics); Hae-ok Lee, CNHS; Andrew Leong, CPCS (Legal Education Services); Raymond Liu, CM (Marketing); Rajini Srikanth, CLA (English and University Honors Program); Karen Suyemoto, CLA (Psychology and Asian American Studies); Shirley Tang, CLA (American Studies and Asian American Studies); Paul Watanabe, CLA (Political Science and Institute for Asian American Studies); Assistant Professors Ping-Ann Addo, CLA (Anthropology); Elora Chowdhury, CLA (Women's Studies); Patrick Clarkin, CLA (Anthropology); Charisse Gulosino, Assistant Professor, GCE (Leadership in Education); Sari Kawana, CLA (Modern Languages); Suji Kwock Kim, CLA (English); Lusa Lo, GCE (Curriculum and Instruction); Samuel Museus, Assistant Professor, GCE (Leadership in Education); Lakshmi Srinivas, CLA (Sociology); Instructors James Dien Bui (Asian American Studies); Christopher Fung (Anthropology and Asian American Studies); Jon Iftikar (Asian American Studies); Esther Yae Iwanaga, CLA (English); Sophia Kim (Asian American Studies); Giles Li (Asian American Studies); Patricia Akemi Nakamoto Neilson, CM (Asian American Studies); Phuong T.M. Nguyen, GCE (Leadership in Education) and CLA (Modern Languages); John Tawa, CLA (Psychology).

The Program

The intercollegiate Asian American Studies Program offers intellectually challenging, emotionally engaging, and locally grounded opportunities to study the voices, contemporary issues, historical experiences, and contributions of diverse Asian communities in the US. By drawing on shared commitments of faculty, staff, and students from each college within the university, the program provides rich, interdisciplinary approaches in teaching and research with dynamic linkages to local communities and supportive learning environments for students of all backgrounds.

The program enables students to develop critical thinking skills, competencies, and sensibilities to understand, contribute to, and thrive in a culturally diverse world, with particular attention to urban populations, institutions, and environments. The program strives to integrate culturally responsive instruction in the classroom with holistic practices of mentoring, community-building, and advocacy to address the social and academic needs of students. The program collaborates closely with the university's Institute for Asian American Studies (IAAS) in relation to new course development, ongoing research and service learning opportunities, speakers and special events, publications, and graduate/undergraduate student support. The program and institute provide core capacities for the university as a federally designated Asian American & Pacific Islander Serving Institution (AAPISI).

The program collaborates as well with many other academic and administrative departments across the campus, including Africana Studies and the Trotter Institute, Latino Studies and the Gastón Institute, English, Psychology, Sociology, Anthropology, Asian Studies, American Studies, Modern Languages, Teacher Education, the Joiner Center, the Center for Collaborative Leadership, the Center for Immigrant and Refugee Community Leadership and Empowerment (CIRCLE), the New England Resource Center for Higher Education (NERCHE), the Center for the Improvement of Teaching (CIT), the Confucius Institute, the Institute for Community Inclusion, the Division of Student Affairs, the Office of International and Transnational Affairs, and the Office of Institutional Advancement.

Graduate students from any area, including American Studies, Applied Sociology, Business Administration, Clinical Psychology, Counseling, Dispute Resolution, Education, Historical Archaeology, and Public Policy, who have Asian American Studies interests serve as teaching/research assistants, mentors to undergraduates, and special project developers for the program. High school students—in UMass Boston's pre-collegiate programs such as Upward Bound and Urban Scholars, and those involved with the Coalition for Asian Pacific American Youth (CAPAY)—a nationally recognized youth leadership network sponsored by the Asian American Studies Program—are encouraged to take advantage of the program's learning opportunities. Community members and organizations also participate in the program's activities in both short- and long-term ways.

The Asian American Studies Program has contributed to several national curriculum transformation projects focusing on democracy and diversity, service learning, civic engagement, and local/global public health education sponsored by the Association of American Colleges and Universities (AAC&U). The program is a partner with the William Joiner Center at UMass Boston in supporting research about the Vietnamese diaspora through multi-year funding by two Rockefeller Foundation Humanities Fellowship Programs.

The Asian American Studies Program is open to matriculated students from any UMass Boston college, as well as to non-matriculated students. For matriculated students, successful completion of the program is recorded on official university transcripts. Non-matriculated students receive a certificate of completion that provides documentation of expertise that is especially useful for working professionals and practitioners in education, social work, community development, business, and other fields affected by the recent demographic growth of the Asian American population.

The Individual Major

In consultation with a faculty advisor, interested students from any college may design and complete a 30-credit individual major in Asian American Studies with the approval of both the program and the Committee on Majors, Honors, and Special Programs of the College of Liberal Arts. Typically, one or two students graduate each year with a major in Asian American Studies—often in conjunction with a second major in a traditional discipline such as sociology or psychology. Interested students should contact the program director.

18-Credit Program Requirements

The CLA-based interdisciplinary program of study in Asian American Studies requires 9 credits each of lower-level and upper-level course work, including introductory and culminating courses and one comparative course, for a total of 18 credits. Many courses are cross-listed with other departments in CLA; most courses are also linked to specific CPCS-based competencies in conjunction with a CPCS-based concentration in Asian American Studies (contact the program director for more information).

I. The required introductory course is ASAMST/AMST/SOCIOL 223L (Asians in the US) or ASAMST 200 (Introduction to Asian American Studies).

II. Two additional courses at the 100 or 200 level and two at the 300 or 400 level must be taken from an approved list that includes Asian American Studies topics and methods courses. One of these four courses must have a

Asian American Studies Program

comparative focus (described in greater detail below).

A. Lower-level Asian American Studies courses introduce students to a particular Asian American population (e.g., Southeast Asians, South Asians, women, etc.) or a particular thematic or disciplinary focus (literature, media, etc.). Regularly offered lower-level Asian American Studies courses include:
   - ASAMST/ENGL 221L (Introduction to Asian American Writing)
   - ASAMST/AMST/SOCIOL 225L (Southeast Asians in the US)
   - ASAMST 226 (Becoming South Asians)
   - ASAMST/AMST/SOCIOL 228L (Asian Women in the US)
   - ASAMST/PSYCH 238L (Asian American Psychology)
   - ASAMST/POLSCI 265L (WW II Internment of Japanese Americans)
   - ASAMST 270 (Cambodian American Culture and Community)
   - ASAMST 294 (Resources for Vietnamese American Studies)

B. Upper-level Asian American Studies courses provide students with either a more advanced approach within a discipline or professional field (for example, literature, law, health, politics, media) or an in-depth thematic focus that requires previous Asian American Studies course work as a foundation. Upper-level Asian American Studies courses include:
   - ASAMST 326 (Multiracial Experiences)
   - ASAMST 333 (Asian American Politics and Social Movements)
   - ASAMST 345 (Asian American Cultures and Health Practices)
   - ASAMST/ENGL 350L (Asian American Literary Voices)
   - ASAMST/PHILAW 355L (Asian Americans and the Law)
   - ASAMST 370 (Asian American Media Literacy)
   - ASAMST/COMSTU/SOCIOL 375L (Indian Cinema)
   - ASAMST 397/398 (Applied Research in Asian American Studies I/II)
   - ASAMST/SOCIOL 423L (Boston's Asian American Communities)

C. Among the two lower-level and two upper-level courses required for the program of study, one course must offer a comparative focus either on dynamics of race and culture for other groups in the US or on issues of history and culture in Asia. Students interested in the diasporic cultural backgrounds of Asian immigrants, for example, will benefit from taking a course focusing on Asian philosophies or religions. Students interested in Asian American community development will benefit from understanding the similarities and differences in needs and priorities within Black, Latino, or Native American communities. The comparative course can be at any level. Examples include (but are not limited to):
   - AFRSTY 101 (Intro to Africana Studies)
   - AMST 201 (Latinos in the US)
   - AMST/AFRSTY 350L (Race, Class, and Gender)
   - ANTH 274 (Peoples and Cultures of the Caribbean)
   - ASIAN/RELSTY 232L (Asian Religions)
   - ENGL 284 (Language, Literacy and Community)
   - ENGL 353 (Multiethnic American Literature)
   - HIST 388 (20th Century Vietnam)
   - PSYCH 234 (Cross-Cultural Relations)
   - SOCIOL 211G (Race & Power in the US)
   - SOCIOL 321 (Race and Ethnic Relations)

III. The program's culminating course requirement asks students to integrate theory and practice developed from prior course work in Asian American Studies through conducting a substantive research project or by participating in a supervised community-based or classroom-based internship. This capstone course requirement can be fulfilled in three ways, each requiring the instructor's approval. Students who complete more than one of these culminating options can use the additional course(s) to satisfy the upper-level course requirement described above in Part IIB. The three options are:

   A. ASAMST/SOCIOL 423L (Boston's Asian American Communities) or ASAMST 397/398 (Applied Research in Asian American Studies I/II).

   B. ASAMST 390/391 (Community Internships I/II) Asian American Studies internship opportunities are available each semester in a variety of settings such as neighborhood health centers, school-based bilingual programs, multi-service agencies, ethnic newspapers, and community-based research and advocacy projects. A supervised internship in another department or program such as AMST 490 or SOCIOL 460 or ENGL 285 with an Asian American focus and faculty approval can also fulfill this requirement.

   C. ASAMST 497/498 (Teaching and Learning in Asian American Studies I/II) or ASAMST 478/479 (Independent Study I/II) Students using this option are expected to submit project proposals and to give final public presentations of their work. An independent study (with a proposal and final presentation) sponsored by another department on an approved topic with a program-affiliated faculty member may also be used to fulfill this requirement.

Competencies and CPCS Students

CPCS faculty are directly involved with the program and all teaching faculty in the program are expected to be familiar with the curricular philosophy and assessment practices of CPCS. Most courses listed here are also directly aligned with specific Level I-IV competencies for CPCS students. Contact the program director for further information.

Transfer Credit

Credit for courses taken elsewhere may be negotiated with the program director.

Scholarship Awards

The program, together with the Institute for Asian American Studies and the Asian American Studies Alumni Association, is working to establish scholarship opportunities and awards to support outstanding students who actively pursue Asian American Studies academic interests and/or Asian American community engagement. These include the annual Anthony Chan Award for Asian American Studies (~$500) and the Asian American Bank Fund for Student Leadership in Asian American Studies (~$1,000). Contact the program director for additional information.

Asian American Studies Program

Cross-Listed Courses

Courses followed by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example, "ASAMST 221L (ENGL 221L)," which is cross-listed with the Department of English.

Repeatable Courses

ASAMST Z220 (Special Topics) is a repeatable course with different content each time it is offered. For ASAMST 390/391 (Community Internships I/II) and ASAMST 397/398 (Applied Research in Asian American Studies I/II), students can take a second course in a different semester, provided that the specific work is substantially different from the first and approved by the instructor or program director.

Please contact the program director for updated information about courses or any other aspects of the program.

Courses

ASAMST 227GL (ANTH 227GL)
Multicultural Expression and Celebration

For a complete description of these courses, see the "First-year and Intermediate Seminars" section of this publication.

ASAMST 200
Introduction to Asian American Studies

This collaboratively taught course offers an interdisciplinary introduction to issues and methods relevant within the field of Asian American Studies. Possible areas of exploration may include: particular ethnic and geographic communities (e.g. South Asians and Cambodian Americans or Dorchester and Chinatown neighborhoods), women and gender, history, civil rights, media portrayals, literature, art and performance, and health or mental health issues.
Distribution Area: Humanities (HU).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Suyemoto, Mr Kiang, Ms Srikanth

ASAMST Z220
Special Topics

Various courses in Asian American Studies are offered experimentally under this heading. Topics and faculty sponsors are announced before the beginning of each semester.
3 Lect Hrs, 3 Credits

ASAMST 221L (ENGL 221L)
Introduction to Asian American Writing

A study of prose works by American writers of East Asian, Southeast Asian, and South Asian descent. In discussing texts and current issues within the field of Asian American literary studies, students will consider the ways in which discourse determines identity and the responsibilities of writers—to themselves as artists and to their communities, whether defined by race or gender.
Distribution Area: Humanities (HU).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Iwanaga

ASAMST 223L (AMST or SOCIOL 223L)
Asians in the US

This multidisciplinary course examines the social, historical, and structural contexts defining the Asian American experience from 1850 to the present. Topics include immigration, labor, community settlement, ethnicity, stereotypes, and race relations.
Distribution Area: Humanities (HU).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Kiang, Mr Leong

ASAMST 225L (AMST or SOCIOL 225L)
Southeast Asians in the US

This course examines issues arising from the resettlement of more than one million Vietnamese, Cambodian, and Lao refugees in the US since 1975. Topics include resettlement policies, adjustment and acculturation, changing roles of women and family, and the continuing impact of international politics. Media presentations and lectures by local Southeast Asian community leaders highlight the course.
Distribution Area: Social and Behavioral Sciences (SB).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Tang, Mr Kiang

ASAMST 226
Becoming South Asians

This course examines the history and contemporary issues of people in the US with ancestry from countries such as Bangladesh, India, Nepal, Pakistan, and Sri Lanka. Through course readings, films, guest lectures, and student projects, the course explores global migrations and immigrant patterns, the formation of diverse South Asian communities, and cross-cutting issues of race, ethnicity, class, and gender.
Distribution Area: Humanities (HU).
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Chowdhury, Ms Srikanth

ASAMST 228L (AMST or SOCIOL 228L)
Asian Women in the US

Drawing on women's voices in literature, sociocultural research, and historical analysis, this course examines the experiences of Asian women in the US from 1850 to the present. Topics include the transformation of traditional cultural roles as part of the acculturation process; exclusion; changing roles within the family; resistance to oppression as defined by race, gender, class; and the continuing impact of global relations.
Distribution Area: Social and Behavioral Sciences (SB).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Chowdhury, Ms Neilson, Ms Kim, Ms Tang

ASAMST 238L (PSYCH 238L)
Asian American Psychology

This course is an introduction to the psychological experience of Asian Americans, including the historical, socio-political, and cultural influences that shape personality and mental health in community, family, and individual contexts. The course also explores prevention and intervention possibilities through specific examples, such as trauma and intergenerational conflict, that are relevant for Asian American populations.
Distribution Area: Social and Behavioral Sciences (SB).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Suyemoto, Mr Tawa

ASAMST 265L (POLSCI 265L)
World War II Internment of Japanese Americans

The US Government in 1942 commenced the internment of 120,000 Americans of Japanese ancestry. This course considers political, economic, legal, sociological and historical matters in the examination of this chapter in American life. The course encompasses experiences beyond the internment, including early Japanese immigration, the battle for redress and reparations, and the current status of Japanese and Asian Americans.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Watanabe

ASAMST 270
Cambodian American Culture and Community

This course explores significant themes from the cultural and historical past of Khmer/Cambodian Americans, and

Asian American Studies Program

examines issues concerning their cross-generational realities as refugees, immigrants, and racial minorities, including their development of communities in the U.S. and their continuing diasporic relationships to Cambodia. Local student/community examples from Lynn, Revere, and Lowell will be highlighted.
Distribution Area: Humanities (HU).
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Tang

ASAMST 294
Resources for Vietnamese American Studies
This course introduces students to the field of Vietnamese American Studies—what theories, methods, resources, and voices are helpful to examine the migrations and reconstructions of identity, culture, and community for Vietnamese in the U.S. and their diasporic relationships to Viet Nam and around the world. The course will feature presentations by local Vietnamese American researchers, writers, and community leaders.
Distribution Area: Social and Behavioral Sciences (SB).
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Bui, Mr Kiang, Ms Nguyen

ASAMST 326
Multiracial Experiences
This course explores the experiences of multiracial individuals from diverse racial and ethnic backgrounds. We will explore historical and current meanings of race and racialization, including the personal, community, and political implications of racial categorizations, racial purity, and newer ideas of multiraciality and changing boundaries. We will consider racial identities and the negotiation of multiple, complex, and contradicting meanings of race and racialization. We will also explore the diverse meanings and experiences of multiracial individuals in specific relation to various racial groups, including White European Americans, African Americans, Asian Americans, Native Americans, and Latinos. Finally, we will consider issues related to community organizing for, by, and in relation to multiracial peoples.
Distribution Area: Social and Behavioral Sciences (SB).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Suyemoto, Mr Tawa

ASAMST 333
Asian American Politics and Social Movements
Students examine the historical development and contemporary dimensions of political and social movements in Asian American communities. Through directed readings, lectures, and critical case studies, students analyze ways in which Asian Americans have organized politically through electoral participation, ethnic/ cultural forms, neighborhood-based organizing, labor unions, multi-racial coalitions and virtual forms to affect issues in their communities, their homelands, and in US society.
3 Lect Hrs, 3 Credits
Mr Watanabe

ASAMST 345
Asian American Cultures and Health Practices
Students examine critical health issues among diverse Asian cultures and communities, including cultural influences on health behaviors and practices of Asian Americans, and the relationships between health of Asian Americans and social, political, and economic contexts. A field work component enables students to develop culturally sensitive health intervention strategies or policies for individuals, families, and communities.
Prerequisites: Any approved diversity course, or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Lee, Mr Kiang

ASAMST 350L (ENGL 350L)
Asian American Literary Voices
An advanced study of poetry, fiction, drama, and autobiography by Asian American writers to explore the complex interplay between constructions of ethnic identity and literary expression. Students will engage with the highly diverse face of contemporary Asian America, probing its literature for emerging themes like diaspora, transnationalism, and sexuality and analyzing their impact on the US literary landscape.
Prerequisites: ENGL 200, ENGL 201, ENGL 206, ENGL 221, or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Srikanth, Ms Iwanaga

ASAMST 355L (PHILAW 350L)
Asian Americans and the Law
How has the US legal system affected Asian Americans? How have Asian Americans individually and collectively had impact on the US legal system? This course critically examines historical and contemporary issues of immigration policy, affirmative action, bilingual education, civil rights, and community control of development from local and national perspectives.
3 Lect Hrs, 3 Credits
Mr Leong

ASAMST 370
Asian American Media Literacy
This course will analyze media in three ways: media content (the message); the political and economic structure of mass media; and the impact of the media on culture, identity, and group relationships, particularly in relation to dynamics of race and gender for Asian Americans. The course will enable students to develop a critical eye toward images and representations in media, to examine thoughtfully how their media use has affected their own identities, and to explore the possibilities of creating alternative media which can express their voices more fully or effectively.
Distribution Area: The Arts (AR).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Tang

ASAMST 375L
(COMSTU/SOCIOL 375L)
Indian Cinema
This course will provide an introduction to Indian cinema and to Indian culture and society through the study of films. The Indian film industry is the largest producer of feature films in the world. In this class we will examine the films as entertainment as well as cultural narratives and commentaries on society, exploring themes such as social change, the family and gender. The course will combine content analysis of film texts with study of the public culture of film reception.
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Srinivas

ASAMST 390
Asian American Community Internships I
This seminar course supports students involved with internships and projects working with Asian American populations and issues. Students carry out specific activities that support the development and enhance the capacity of organizations, agencies, and projects focusing on critical issues and needs in Asian American communities in the Boston area. Students also are expected to reflect critically on what they learn in

Asian American Studies Program

the process both about themselves and about the organizational and community contexts in which they work.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3-6 Credits
Mr Kiang, Ms Tang

ASAMST 391
Asian American Community Internships II
See ASAMST 390.

ASAMST 397
Applied Research in Asian American Studies I
This course enables qualified undergraduates to participate in applied research projects directed by a faculty member affiliated with the Asian American Studies Program. Students engage in the research process through clarifying questions and reviewing relevant literature, designing appropriate methods for data collection and analysis, and sharing findings and recommendations. Project topics and faculty sponsors are announced before the beginning of each semester.
3 Lect Hrs, 3 Credits
Ms Tang, Ms Suyemoto

ASAMST 398
Applied Research in Asian American Studies II
See ASAMST 397.

ASAMST 423L (SOCIOL 423L)
Boston's Asian American Communities
This advanced research seminar examines the dynamics of ethnicity and community change in Asian American communities. Using theories of community development and methods of community research, students analyze Boston's Asian American communities as case studies of complex social systems. The course also looks at current research on immigrant acculturation, ethnic enclave economies, and the community control movement.
Prerequisites: Prior course work in Asian American Studies, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Kiang

ASAMST 478
Independent Study I
This course offers individuals and groups of students the opportunity to work with a specific faculty member on an approved project or plan of study in the field of Asian American Studies.
Hrs by arrangement, 3 Credits

ASAMST 479
Independent Study II
See ASAMST 478

ASAMST 497
Teaching and Learning in Asian American Studies I
This seminar course enables advanced undergraduates, by invitation of the program, to develop conceptual approaches and directed practice relevant to pedagogy and curriculum design in the field of Asian American Studies. Students design and implement semester-long projects that address critical issues of teaching and learning with Asian American Studies content and/or Asian American student populations.
3 Lect Hrs, 3 Credits
Mr Kiang, Ms Kim

ASAMST 498
Teaching and Learning in Asian American Studies II
See ASAMST 497.

BIOLOGY OF HUMAN POPULATIONS PROGRAM

The Program

The program is designed to expose interested biology majors to a number of anthropology courses, primarily in biological anthropology. A second goal is to assure that anthropology majors concentrating in biological anthropology achieve a strong foundation in the basic biological sciences. The program should be of particular interest to premedical and predental students and to anthropology and biology majors considering graduate work in areas involving the biology of human populations. Applications to the program from non-matriculated students require the approval of the director.

Requirements

Any student majoring in anthropology or biology may also choose to enter the Biology of Human Populations Program. Program participants are required to take the courses listed below. All courses within the student's major count toward departmental major requirements as well as toward program requirements. For matriculated students, successful completion of the program is recorded on official university transcripts. Non-matriculated students receive a certificate of completion.

Anthropology

- ANTH 100C (Culture and Human Behavior) or
- ANTH 103 (Introduction to Cultural Anthropology)
- ANTH 212 (Human Variation)
- ANTH 316 (Nutrition, Growth, and Behavior) and two from the following list of courses
- PSYCH 270 (Statistics)
- ANTH 313 (Developmental Models in Human Evolution)
- ANTH 317 (Human Epidemiology)
- ANTH 412 (Issues in Biological Anthropology)

Biochemistry

- BIOCHM 383 (Biochemistry I)

Biology

- BIOL 111, 112 (General Biology I and II)
- BIOL 210 (Cell Biology)
- BIOL 252 (Genetics) or
- BIOL 254 (Genetics/lecture only)
- BIOL 290 (Population Biology and one from the following list of courses:
- BIOL 312 (Developmental Biology and Embryology)
- BIOL 313 (Developmental Biology and Embryology/lecture only)
- BIOL 316 (Neurobiology)
- BIOL 318 (Neurobiology/lecture only)
- BIOL 317 (Endocrinology)
- BIOL 319 (Endocrinology/lecture only)
- BIOL 342 (Ecology)
- BIOL 352 (Evolution)

A grade point average of 2.0 or better is required for successful completion of the program. Courses taken on a pass/fail basis may not be used to satisfy program requirements.

Transfer Credit Policy

The approval of transfer credits will be considered on a case-by-case basis by the program director.

information

The Biology of Human Populations Program accepts students only as resources permit. For further information about the program, students should contact the Anthropology Department.

DEPARTMENT OF CLASSICS

Faculty

Professor and Chair Emily A McDermott; Associate Professors Kenneth S Rothwell, Jr; Assistant Professor Jacqueline Carlon; Lecturers Kellee Barnard, Randall Colaizzi, Gretchen Umholtz; Adjunct Faculty (summer) Milena Minkova

The Department

The Department of Classics concerns itself with the civilizations of ancient Greece and Rome in all aspects—linguistic, literary, religious, and archaeological. The foundation of the program is the traditional study of the classics, with emphasis on mastery of the Greek and Latin languages, but students will also have the opportunity to follow the rich tradition of Latin texts spanning through the Middle Ages and into the early modern period. The major in classical studies provides students an opportunity to study classical culture through a disciplined program based mainly on works read in translation; the major in classical languages requires upper-division study of the great works of Greece, Rome, and the neo-Latin tradition in the original.

Classical studies courses designated CLSICS (CLSICS 281, etc.) require no knowledge of Greek or Latin. Classical language courses in the original language—Greek or Latin—are designated accordingly (GREEK 211, LATIN 101).

Requirements

General notes:

- No course with a grade below C- may count toward any major or minor.
- Courses taken pass/fail may not be counted toward any major or minor, with the single exception that one 100-level language course taken pass/fail may count.
- Online courses offered by the Classics Department count toward the residency requirement.

Classical Languages Major

The major requires a total of 12 courses and a capstone paper, as follows:

I. At least ten courses in Greek and/or Latin.

II. One Classical Studies course, or one additional course in classical language.

III. Classics 495: Senior Seminar.

IV. Successful completion of a capstone paper.

V. At least five of the courses taken to fulfill the major, including Classics 495, must be at or above the 300 level.

VI. At least eight of the courses taken for the major, including Classics 495, must be taken in residency. With prior departmental permission, courses taken in some semester-abroad programs may count toward the residency requirement.

Classical Studies Major

The major requires a total of ten courses and a capstone paper, as follows:

I. Two semesters of Latin or two semesters of Greek at a level appropriate to the student's preparation.

II. At least seven Classical Studies courses. With departmental approval, one of these courses may be from an allied department. Courses in Greek or Latin beyond those required in part I may be substituted for up to two of the required Classical Studies courses.

III. Classics 495: Senior Seminar.

IV. Successful completion of a capstone paper.

V. At least five of the courses taken to fulfill the major, including Classics 495, must be at or above the 300 level.

VI. Classics 495: Senior Seminar and at least four Classical Studies courses must be taken in residency. At least one language course counted toward part I must be taken in residency. With prior departmental permission, courses taken in some semester-abroad programs may count toward the residency requirement.

Capstone Requirement

The capstone requirement for both Classical Languages and Classical Studies majors involves two parts:

a) Completion of CLSICS 495: Senior Seminar.

CLSICS 495 is offered in the fall semester only. Students planning to graduate in June should normally take it in the fall before their anticipated graduation; students planning to graduate in December should take it in the fall a year before their anticipated graduation. Students will receive a grade for Senior Seminar upon completion and approval of their capstone paper.

b) Completion of the capstone paper. The capstone paper is a research paper of roughly 15-20 pages, written under the guidance of a faculty advisor. Completed capstone papers must be read and approved by the faculty advisor and a second faculty reader.

During Senior Seminar, students will identify a topic and a capstone advisor. The capstone topic will normally be drawn from a paper the student has written for one of his/her 300-level courses (a classical language course for language majors, a classical studies course for classical studies majors). In consultation with his/her capstone advisor, the student will expand or refine the topic, identify additional sources (primary and/or secondary), and consider critical approaches and methodology. Students will normally be expected to complete one or more sets of revisions in response to faculty feedback on the paper.

The paper must be approved by the faculty advisor and submitted to the second reader for approval by April 20 for spring graduation; by November 15 for December graduation.

With prior departmental approval, the option of enrolling in Senior Seminar may be extended to departmental minors.

The Minors in Classical Languages and Classical Studies

Students majoring in another discipline may wish to deepen and enrich their understanding by minoring in classical studies, or in a classical language (Latin or Greek). These students must take a total of six courses to complete the minor program of study. The requirements for the minors are as follows:

Classical Languages Minor

The minor requires a total of six courses, of which no more than two may be at the 100 level, and at least two must be at or above the 300 level, as follows:

I. At least five courses in Greek and/or Latin. Latin 102 and/or Greek 102 may be counted toward the minor. Latin 101 or Greek 101 may be counted toward the minor only if the full 101-102 sequence has been completed in that language.

II. A sixth course, which may be in either classical language or Classical Studies.

III. At least four of the courses taken for the minor must be taken in residency.

Department of Classics

Classical Studies Minor

The minor requires a total of six courses, of which no more than two may be at the 100 level, and at least two must be at or above the 300 level.

I. At least six Classical Studies courses.

II. Latin or Greek language courses may be substituted for up to two of the required six Classical Studies courses. Latin 102 and/or Greek 102 may be counted toward the minor. Latin 101 or Greek 101 may be counted toward the minor only if the full 101-102 sequence has been completed in that language.

III. With departmental approval, one of the six courses may be from an allied department.

IV. At least four of the courses taken for the minor must be taken in residency.

Honors

Departmental honors are awarded to students who, upon invitation by the faculty, complete a senior honors thesis. Departmental honors candidates must have a minimum overall average of 3.0 and a minimum departmental average of 3.5. The program consists of two semesters of work undertaken in the candidate's senior year and culminating in the thesis (CLSICS 490-491, GREEK 490-491, or LATIN 490-491).

Teacher Licensure

The department offers an undergraduate route to licensure for teachers of Latin and Classical Humanities in Massachusetts. Students combine coursework in Latin, classics, and education. For further information, contact Prof. Jacqueline Carlon (jacqueline.carlon@umb.edu).

Overseas Programs

Information about overseas programs in Greece or Italy can be obtained from the department chair.

Classics Courses

CLSICS 175G
Athenian Democracy

For a complete description of this course, see the "First-year and Intermediate Seminars" section of this publication.

CLSICS 161
Demystifying Language: English Vocabulary

Seventy-five percent of English vocabulary derives from either Latin or Greek. This course provides students with a system and analytical tools to demystify the process of building their English vocabulary. Students are given an introduction to English word formation (morphology) and principles of semantic change, as well as to history of the English language, while mastering a large body of word elements based in Latin and Greek. The course builds general linguistic awareness while increasing students' English vocabulary and ability to understand unknown words at sight. Attention is given to academic, scientific, and medical terminology.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits

CLSICS 162
Demystifying Language: English Grammar

Students examine the fundamental structures and patterns of English grammar, with emphasis on developing a conceptual framework for analysis of language. Some attention is paid to comparison of English structures with those of other languages. The course is designed to serve, with or without CLSICS 161, to facilitate study of foreign language, increase general language awareness, and enhance verbal skills and reasoning in English.
3 Lect Hrs, 3 Credits

CLSICS 278
Cities of Vesuvius

This course provides a survey of the art, architecture, and social history of Pompeii and Herculaneum, the cities destroyed by the volcanic eruption of Vesuvius on August 24, AD 79.
Distribution Area: World Cultures (WC).
3 Lect Hrs, 3 Credits

CLSICS 281
Greek Civilization

This course provides a consideration of the major periods of Greek civilization through the reading of literary masterpieces supplemented by a text and lectures on cultural and historical backgrounds. Homer, the tragedians (Aeschylus, Sophocles, Euripides), Aristophanes, and Plato will be discussed and archaeological and artistic materials will be introduced.
Distribution Area: World Cultures (WC).
3 Lect Hrs, 3 Credits

CLSICS 282
Roman Civilization

This course provides a consideration of the major periods of Roman civilization through the reading of literary masterpieces supplemented by a text and lectures on cultural and historical backgrounds. Cicero, Catullus, Virgil, Ovid, and Petronius will be discussed, and archaeological and artistic materials will be introduced.
Distribution Area: World Cultures (WC).
3 Lect Hrs, 3 Credits

CLSICS 284
Greek and Roman Mythology

This course focuses on the analysis, background, and lasting influence of Greek and Roman myths. Some consideration is taken of the ancients' beliefs about divinity, worship and ritual practices. Both primary (ancient authors) and secondary (modern) sources are used.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits

CLSICS 287
Women in Greek Society and Literature

This course focuses on readings in English translation of works of Greek literature dealing with women and their place in society. Particular attention is given to the social, historical, religious and economic forces that shaped gender roles in Greek society, and to the gulf between the roles of women in society and their images in literature. Not open to students who have taken CLSICS G212.
Distribution Area: Humanities (HU).
Diversity Area: International.
3 Lect Hrs, 3 Credits

CLSICS 288: The Women of Rome: Image and Reality

This course focuses on readings in English translation of works of Roman literature dealing with women and their place in society. Consideration is taken of the social structures and forces that affected gender roles in Roman society. Particular attention is given to typologies of women in Roman literature. Not open to students who have taken CLSICS G215.
Distribution Area: Humanities (HU).
Diversity Area: International.
3 Lect Hrs, 3 Credits

CLSICS 289
Rome in Hollywood

This course focuses principally on the treatment of Rome in American films. It compares ancient sources with their adaptations into film. The ways Romans change in the transition from page to screen furnish clues to America's view of itself, providing a case study of how ideology distorts history.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits

Department of Classics

CLSICS 291
Sport and Spectacle in Greece and Rome
This course will examine the competitive games of antiquity—especially athletics, chariot racing, and gladiatorial combat—and analyze the place they had in the religious and cultural lives of Greeks and Romans. Topics include athletic training, the Pan-Hellenic festivals, praise poetry, prizes, professionalism, nudity, the participation of women, amphitheaters, and the cult of violence in Rome.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits

CLSICS 292
Alexander the Great and His Legacy
At age twenty, Alexander became king of Macedonia; at age thirty-three, he died the master of an empire that stretched from Greece to India. This course explores the personality that shaped his achievements, his self-presentation, the responses of conquered people to overwhelming power, and cultural identity among Greeks, Macedonians, Persians, and Egyptians.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits

CLSICS/HIST 301L
Ancient Greek History
This course provides a survey of the origin, rise, and development of ancient Greek civilization from the arrival of the Greeks in Europe until the death of Cleopatra (approximately 1600 - 30 BC). Emphasis is placed on the rise of the Greek city-state and the spread of Greek culture to the East.
3 Lect Hrs, 3 Credits

CLSICS/HIST 302L
Roman History
This course focuses on the Roman state from its origins until the triumph of Christianity from about 700 BC to 300 AD. Republic and Empire receive equal attention.
3 Lect Hrs, 3 Credits

CLSICS/HIST 303L
The Archaeology of Ancient Greece
This course provides a survey of Greek archaeology and history from the Bronze Age through the Classical Era. Students are introduced to the methods and aims of archaeology. The course begins with the Minoan and Mycenaean eras; the Dark Age and emergence of the full Hellenic era are treated, with emphasis on the city-states of the Greeks. The course makes extensive use of images and surveys the art and architecture of the Greeks in the context of primary literary sources.
Distribution Area: World Cultures (WC).
3 Lect Hrs, 3 Credits

CLSICS 304
Bronze Age Aegean Archaeology
This course covers the Aegean world from the beginning of human history to the emergence of the language, cities, and cultures commonly known as "Greek" in the eighth century BC. Primary focus is on the archaeology, art, architecture, economy, and societal trends of the Minoans and Mycenaeans.
Prerequisite: Any 200-level classics course or permission of instructor.
Distribution Area: World Cultures (WC).
3 Lect Hrs, 3 Credits

CLSICS 305
Hellenistic Art and Culture
This course introduces students to the Hellenistic period—the three centuries between the death of Alexander the Great in 323 BC and the defeat of Cleopatra at Actium in 31 BC—primarily through a close examination of the visual arts. Hellenistic art and architecture are examined in their political, social, religious, and multicultural contexts, in order to arrive at a fuller portrait of the age.
Prerequisite: Any 200-level classics course or permission of instructor.
Distribution Area: World Cultures (WC).

CLSICS/HIST 306
The Archaeology of Ancient Rome
This course provides a methodological approach to Roman archaeology as a key to understanding the history and culture of Rome and its empire from the city's origins in about 750 BC through the height and decline of Roman civilization during the first through fourth centuries AD. The course makes extensive use of images and surveys the art and architecture of the Romans in the context of primary literary sources.
Distribution Area: World Cultures (WC).
3 Lect Hrs, 3 Credits

CLSICS 375
Greek and Roman Tragedy
This course provides a survey of the tragic drama of fifth-century Athens, including the works of Aeschylus, Sophocles, and Euripides. Questions of social and political context, literary genre, conventions of production, and the influence of Greek tragedy on Rome (especially Seneca) are also addressed.
Prerequisite: Any 200-level classics course or permission of instructor.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits

CLSICS 376
Greek and Roman Comedy
This course focuses on the origins of Western comedy in Greece and Rome. Readings include selected works of Aristophanes, Menander, Plautus and Terence, in comparison with Euripidean tragedy and later adaptations.
Prerequisite: Any 200-level classics course or permission of instructor.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits

CLSICS 383
Heroes, Wars and Quests
This course focuses on the *Iliad* and *Odyssey* of Homer and the *Aeneid* of Virgil, providing intensive study of the background, meaning, and influence of ancient epic poetry, with some attention to minor ancient epics and developments of epic poetry in later periods.
Prerequisite: Any 200-level classics course or permission of instructor.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits

CLSICS 385
Greek and Roman Religion
This course focuses on the ancients' belief in, and worship of, the ancient gods; oracles, mysteries, cults. Both primary sources (ancient authors in translation) and modern secondary sources are used.
Prerequisite: CLSICS 284 or permission of the instructor.
Distribution Area: World Cultures (WC).
3 Lect Hrs, 3 Credits

CLSICS 387
The Golden Age of Athens
This course provides intensive study of politics, society, culture, and philosophy of fifth-century Athens, which is revolutionized by the introduction of democracy. Athenian institutions are compared with democratic institutions that have emerged in other cultures.
Distribution Area: World Cultures (WC).
3 Lect Hrs, 3 Credits

CLSICS 388
The Golden Age of Rome
"All roads lead to the *Aeneid*": this course provides a consideration of Augustan literature, with attention to the literary,

Department of Classics

philosophical, and historical backgrounds contributing to its unique character. Focus is on readings in Cicero, Lucretius, Catullus, Virgil, Horace, the elegiac poets, and Livy.
Prerequisite: CLSICS 282 or 383 or permission of the instructor.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits

CLSICS 390
Greek, Latin, and Neo-Latin Novels from Antiquity to the 18th Century
Many readers do not realize that the novel, one of the modern era's most widespread literary forms, has enjoyed a long and colorful history that reaches back to Ancient Greece and Rome and flourished with particular vigor in neo-Latin novels composed between the 16th and 18th centuries. This course will examine ancient novels (Greek and Latin) and trace their seminal influence on neo-Latin novels written in the Renaissance and the Early Modern Period. All materials will be read in English.
Prerequisite: Any 200-level classics course or permission of instructor.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits

CLSICS 391
Greek and Roman Historians
This course focuses on the major Greek/Roman historians, considering the development of historical writing, historians' concepts of causation, literary techniques; primary and secondary sources.
Prerequisites: Sophomore standing and permission of instructor.
3 Lect Hrs, 3 Credits

CLSICS 395
Ancient Lyric Poetry
This course focuses on the poetry of Sappho, Alcaeus, Pindar and other Greek lyricists; their influence on Catullus and Horace; and the historical, religious, social and political backgrounds of ancient lyric poetry.
Prerequisites: Sophomore standing and permission of instructor.
3 Lect Hrs, 3 Credits

CLSICS 397
Special Topics
These courses cover selected topics in classics, taught by staff or visiting lecturers.
3 Lect Hrs, 3 Credits

CLSICS 478, 479
Independent Study
Students undertake independent research organized in consultation with and guided by a faculty advisor.
Prerequisite: Permission of instructor and department chair.
Hrs by arrangement, 1-3 Credits

CLSICS 490/91
Honors Program
Upon invitation, students undertake extensive reading in one broad segment of classical culture culminating in an honors thesis.
Prerequisites: 3.5 major average, 3.0 overall average, senior standing, invitation by the faculty.
Wkly Conf, 6 Credits

Greek Courses

GRK 101
Elementary Classical Greek I
Fundamentals of ancient Attic Greek, designed to complete a standard, basic textbook with Greek 102. (Course offered in the fall only.)
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

GRK 102
Elementary Classical Greek II
A continuation of Greek 101. (Course offered in the spring only.)
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

GRK 211
Intermediate Greek
Review of basic principles and introductory reading of a prose author: Plato, Lysias. (Course offered in the fall only.)
Distribution Area: World Languages (WL).
Prerequisite: GRK 102 or permission of instructor.
3 Lect Hrs, 3 Credits

GRK 222
Intermediate Greek II: Homer
Introductory reading in the *Iliad* or *Odyssey*; continuation of Greek 211; credit may be applied toward any departmental major. (Course offered in the spring only.) Note: Greek 222 is a prerequisite for all Greek courses at or beyond the 300 level.
Prerequisite: GRK 211 or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

GRK 301
Attic Orators
Selected readings in Lysias, Demosthenes, and other major orators; background and scholarship.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

GRK 302
Plato
Readings in selected dialogues; background and scholarship.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

GRK 303
Aeschylus
Reading of selected tragedies; background and scholarship.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

GRK 304
Sophocles
Reading of selected tragedies; background and scholarship.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

GRK 305
Euripides
Reading of selected tragedies; background and scholarship.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

GRK 306
Aristophanes
Reading of selected comedies; background and scholarship.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

GRK 307
Herodotus
Reading of selected books of the histories; background and scholarship.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

GRK 308
Thucydides
Reading of selected books of the histories; background and scholarship.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

GRK 309
Lyric Poetry
Selections from lyric and elegiac poets; background and scholarship.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

Department of Classics

GRK 310
Epic Poetry
Advanced reading of Homer's *Iliad* and/or *Odyssey*; background and scholarship.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

GRK 397
Special Topics
These courses will cover selected topics in Greek, taught by staff or visiting lecturers.
3 Lect Hrs, 3 Credits

GRK 478, 479
Independent Study
Directed projects in Greek language and literature.
Hrs by arrangement, 1-3 Credits

GRK 490, 491
Honors
Special projects in Greek language and literature for honors candidates.
Hrs by arrangement, 1-3 Credits

Latin Courses

LAT 101
Fundamentals of Latin I
Designed to complete a standard basic textbook with Latin 102.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

LAT 102
Fundamentals of Latin II
Continuation of Latin 101.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

LAT 211
Intermediate Latin
Review of basic grammar and introductory reading of prose, to include Caesar and Pliny. Students with 3 years of high school Latin may qualify. (Course offered in the fall only.)
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

LAT 222
Ovid—*Metamorphoses*
Continuation of Latin 211. Reading in Ovid's *Metamorphoses*. (Course offered in the spring only.)
Distribution Area: World Languages (WL).
Note: LAT 222 or equivalent is a prerequisite for all Latin courses at or beyond the 300 level.
3 Lect Hrs, 3 Credits

LAT 301
Cicero
Reading in Cicero's orations, philosophical, or rhetorical works; background and scholarship.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

LAT 302
Caesar
Reading in the works of Caesar; background and scholarship.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

LAT 303
Roman Comedy
Reading in the plays of Plautus and Terence; background and scholarship.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

LAT 304
Catullus
Reading in the poems of Catullus; background and scholarship.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

LAT 305
Roman Elegy
Reading in Tibullus and Propertius and other Latin elegiac poets; background and scholarship.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

LAT 306
Tacitus
Reading in the historical works of Tacitus; background and scholarship.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

LAT 307
Sallust
Reading in the historical works of Sallust; background and scholarship.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

LAT 308
Livy
Reading in the historical works of Livy; background and scholarship.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

LAT 309
Lucretius
Reading *On the Nature of Things*; background and scholarship.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

LAT 310
Virgil
Reading in the works of Virgil with primary emphasis on the *Aeneid*; background and scholarship.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

LAT 312
Horace
Reading in the works of Horace; background and scholarship.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

LAT 314
Catullus and Horace
This course focuses on significant excerpts from the poetry of Catullus and Horace. The influences of lyric and Hellenistic poetic traditions; the political background of the late republic and early empire; and attitudes toward love, death, and nature are discussed.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

LAT 320
Latin Letters
This course offers a survey of the epistolary genre in Latin literature. Readings will focus on Cicero, Seneca, and Pliny; short examples from Horace, Ovid, Fronto, and Petrarch will also be included. Letters will be considered in their historical, social, and literary contexts. Students will evaluate the structure, content, and evolution of the genre.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

LAT 325
Literature in the Age of Nero
Readings of Latin authors from the age of Nero. Selections may include Seneca, Petronius, Lucan or Persius.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

LAT 335
Latin Historians
This course surveys the Latin historians, focusing primarily on Sallust, Livy, and Tacitus. Earlier writers, such as Cato the Elder, and later ones, such as Ammianus Marcellinus, are briefly considered. Substantial excerpts of these historians will be read in Latin and studied in their historical, social, and literary contexts.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

Department of Classics

Latin 376
Latin Prose Composition
This course provides an intensive introduction to written composition in the Latin language. Stress is laid on writing as an active methodology, on the premise that fluency in Latin is achieved more effectively through Latin-on-Latin composition, rather than through a traditional English-to-Latin translation approach. The normal starting point for activities is a Latin text; assignments progress in complexity from rephrasings or restructurings of parts of the text to free composition.
Prerequisite: Advanced proficiency in Latin.
3 Lect Hrs, 3 Credits

LAT 397
Special Topics
These courses will cover selected topics in Latin, taught by staff or visiting lecturers.
3 Lect Hrs, 3 Credits

LAT 415
Methods of Teaching in the Latin Language
This course explores the theory and practice of teaching Latin in the schools (K-12). We will explore pedagogical approaches that have been developed in recent decades and the textbooks that they have produced. Members of the class will develop imaginative activities and techniques for reaching out to students.
Prerequisite: A 300-level course in Latin.
3 Lect Hrs, 3 Credits

LAT 460
The History of Latin Literature
This course is a survey of Latin literature by genre and chronology from the earliest Latin writing through the reign of Hadrian. Students read selections of Latin prose and poetry from the works of all major authors and evaluate the structure and content of each work within its historical and literary contexts. The goals of this course are to give students a strong foundation in the development and evolution of Latin literature and to prepare them for subject area examinations for prospective teachers of Latin such as Praxis and MTEL.
Prerequisite: Any 300-level Latin course.
3 Lect Hrs, 3 Credits

LAT 478
Independent Study
Directed projects in Latin language and literature.
Hrs by arrangement, 1-3 Credits

LAT 479
Independent Study
Directed projects in Latin language and literature.
Hrs by arrangement, 1-3 Credits

LAT 490
Honors
Special projects in Latin language and literature for honors candidates.
Hrs by arrangement, 1-3 Credits

LAT 491
Honors
Special projects in Latin language and literature for honors candidates.
Hrs by arrangement, 1-3 Credits

COMMUNICATION STUDIES

Faculty

Kenneth Lachlan, Director; Mark A. Schlesinger, Associate Professor; Lecturers (Part-Time) Basye Hendrix, Frank Herron, Eileen McMahon, Richard Raben

The Minor in Communication Studies

Students in the Communication Studies Minor complete a sequence of six courses (18 credit hours) in four areas: Introduction; Communication in Context; Communication Techniques; and Capstone. Students should meet with the Program Director or his designee to develop specific sequences, given the number of electives available.

I. **Introduction.** All students are required to take the following course:

COMSTU 100 (Introduction to Communication)

II. **Communication in Context.** Students select three courses from two lists, as follows:

Two from the following:

AMST 101 (Popular Culture in America)

AMST 215 (America on Film)

AMST 355L (Black Popular Culture)

COMSTU 300 (Information Technology and Human Communication)

COMSTU 365 (News Media and Political Power)

ENGL 342L/WOST 342L (Women Film Directors)

POLSCI 365 (The Politics of Communication)

WOST 220 (Women and the Media)

One from the following:

AMST 310 (Television in American Life)

AMST 349L / HIST 349L (The Cold War: Rise and Fall)

ART 265 (Film Analysis)

COMSTU 250 (Analyzing Media)

COMSTU 490 (Communication Studies Internship)

ENGL 340 (Literature in Media)

ENGL 448 (Perspectives on Literacy)

POLSCI 367 (Politics by Internet)

III. **Communication Techniques**

One from the following:

ART 295 (Introduction to Video)

ART 297 (Introduction to Video Imaging)

ART 377 (Introduction to Multimedia)

COMSTU 210 (Using Internet Communications)

ENGL 307 (Writing for the Print Media)

THRART 237 (Directing I)

THRART 236 (Introduction to Acting I)

THRART 251 (Playwriting I)

IV. **Capstone**

One from the following:

COMSTU 480 (Seminar)

AMST 410 (Cultural History of U.S. Media)

The following stipulations must be observed:

1. At least three courses must be in Communication Studies (COMSTU).
2. At least three courses must be at the 300 level or above.
3. Students can petition to substitute up to two related courses in their major for courses listed in Contexts and Techniques.
4. Students already enrolled in the Communication Studies Certificate Program of Study, which the minor replaces, have the option of completing the 8 courses in that program. Consult the program's requirements at www.commstudies.umb. edu/commprog.html.

Communication Studies Courses

COMSTU 100
Introduction to Communication

This course is designed to provide an introductory survey of the study of communication. The course begins with a general history of the evolution of human communication, and goes on to examine such areas as definitions, models, and basic concepts in communication; the range of verbal and non-verbal codes, and their complex interrelations in the message systems of modern electronic media; and various communication contexts, with emphasis on the structure and function of interpersonal communication and mass communication, particularly broadcast and cable television. *Distribution Area: Social and Behavioral Sciences (SB).*
3 Lect Hrs, 3 Credits
Mr Lachlan and Staff

COMSTU 105
Oral Communication

This course focuses on improvement of interpersonal, small group, and public communication skills. Through readings, journals, class discussions and activities, we explore the following: self-concept and perception, listening and responding, language and non-verbal behaviors, interviewing, problem-solving and decision-making, formal elements of speech-making, the evaluation of one's own and others' public messages.
3 Lect Hrs, 3 Credits
Ms Hendrix and Staff

COMSTU 210
Using Internet Communication

Using Internet Communication enhances students' theoretical understanding of electronic communication and their ability to communicate as professionals, scholars, and citizens using the Internet. Participants learn core communication theoretical models and principles, and apply them to electronic communication methods that enhance interpersonal, small group, and public interactions. These methods include electronic meetings, discussion forums, co-authoring tools, audio, and video.
3 Lect Hrs, 3 Credits
Ms McMahon and Staff

COMSTU 250
Analyzing Media

Participants intensively examine mass media products, including print media, radio, television, and the visual and musical arts. They develop skills in deconstructing media products and evaluating them to arrive at a sophisticated understanding of how the various mass media are produced and how they interact with society and culture. The course makes use of both theoretical texts and the media products themselves. *Distribution Area: Social and Behavioral Sciences (SB).*
3 Lect Hrs, 3 Credits
Mr Lachlan and Staff

COMSTU 280
Special Topics in Communication Studies

Selected topics in the field of communication. Course content varies and will be announced prior to registration.

COMSTU 300
Information Technology and Human Communication

This course examines the relationship between information technology and human communication. Readings, discussion, assignments and projects address IT's potential to enhance and constrain communication; its role in the promotion or dissolution of community; its implications for social

Communication Studies

policy; its place among other media; and many more issues for which IT, particularly cyber-technology, is a lightning rod.
Distribution Area: Social and Behavioral Sciences (SB).
Prerequisite: ENGL 101.
3 Lect Hrs, 3 Credits
Mr Raben and Staff

COMSTU 365
News Media and Political Power
This course uses primary and secondary sources to track the news media's influence on the politician's ability to gather and exercise power, from Weimar Germany to the present day. Students observe how agenda setting switches back and forth between officials and journalists, analyze circumstances under which independent watchdog journalism can work, and hone their own writing and reporting capabilities.
Prerequisites: ENGL 102 and junior standing. COMSTU 250 strongly recommended.
3 Lect Hrs, 3 Credits
Mr Herron

COMSTU 375
(ASAMST 375)
Indian Cinema
This course will provide an introduction to Indian cinema and to Indian culture and society through the study of films. The Indian film industry is the largest producer of feature films in the world. In this class we will examine the films as entertainment as well as cultural narratives and commentaries on society, exploring themes such as social change, the family and gender. The course will combine content analysis of film texts with study of the public culture of film reception.
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Srinivas

COMSTU 478, 479
Independent Study
Individual student projects in Communication Studies.
Prerequisite: Permission of instructor.
1-3 Credits
Mr Lachlan and Staff

COMSTU 480
Communication Seminar
A seminar on a particular problem, issue, or technique in the study of communication, approached from a variety of disciplines and perspectives. The topic of the seminar varies from offering to offering and reflects the research interests of the sponsoring faculty member.
Prerequisite: COMSTU 100 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Herron, Mr Lachlan

COMSTU 490, 491
Communication Internship
An independent project undertaken at an off-campus location under the guidance of a faculty advisor and an off-campus supervisor. A written proposal is required and must be approved by the faculty advisor and the director of the Communication Studies Program prior to accepting the internship. Students will submit a written final report and, at the discretion of the faculty advisor, an interim report. Details and an application form may be obtained from the program director. Grading is "Pass/Fail."
Prerequisite: 4 courses in the program and permission of program director.
1-4 Credits
Mr Herron, Mr Lachlan

CRIMINAL JUSTICE MAJOR

Director

Associate Professor Xiaogang Deng

The Major

The Department of Sociology in the College of Liberal Arts (CLA) offers a major in criminal justice. CLA criminal justice majors complete eight core courses (24 credits), four elective courses (12 credits) and a 6-credit capstone internship experience. Students may also choose to minor in criminal justice.

The criminal justice curriculum emphasizes such traditional areas of study as corrections, criminology, law, and police, as well as other related areas, including community problems, law and public policy, substance abuse, and youth services.

Requirements

The Major

I. Required Courses (30 credits)

a. Prerequisite to all criminal justice and most sociology courses (3 credits)

SOCIOL 101 Introduction to Sociology

b. Core Courses (15 credits)

CRMJUS/SOCIOL 262L Criminology

CRMJUS/SOCIOL 351L Methods of Sociological Research

CRMJUS/SOCIOL 363L Corrections

CRMJUS/SOCIOL 465L The Police in Society

CRMJUS/SOCIOL 467L Sociology of Law

c. Race/Ethnicity/Multiculturalism—Choose one (3 credits)

CRMJUS/SOCIOL 321L Race and Ethnic Relations

CRMJUS/SOCIOL 323L Race, Incarceration, and Deportation

Note: Students who take both of these may count one of them as a criminal justice elective.

d. Key Issues in Contemporary Criminal Justice—Choose one (3 credits)

CRMJUS/SOCIOL 367L Drugs and Society

CRMJUS/SOCIOL 368L Alcoholism

CRMJUS/SOCIOL 369L Alcohol/Substance Abuse Treatment and Prevention

CRMJUS/SOCIOL 386L Sociology of Mental Health and Illness

Note: Students who take more than one of these courses may count the other(s) as criminal justice elective(s).

e. Internship/Senior Capstone—Choose one (6 credits)

CRMJUS/SOCIOL 461L Internship in Law and Criminal Justice*

CRMJUS/SOCIOL 462L Internship in Law and Juvenile Justice*

* Many prerequisites apply. Please check WISER.

II. Electives (9 credits)

SOCIOL 112G Children and Human Rights

SOCIOL 160 Social Problems

SOCIOL 183 Child Abuse (1 credit, offered in summer only)

SOCIOL 184 Battered Women (2 credits, offered in summer only)

SOCIOL 201 Youth and Society

SOCIOL 242 The Family

SOCIOL 261 Sociology of Deviance

SOCIOL 290 Environmental Justice and Human Disasters

SOCIOL 316 Family Violence in America

SOCIOL 350 Elements of Social Statistics

SOCIOL 352 Criminological Statistics and Data Analysis

SOCIOL 362 Juvenile Delinquency

SOCIOL 364 Cyber Crime and Society

SOCIOL 366 White Collar Crime

SOCIOL 472 Media and Violence

Elective(s) from among the lists of required courses above

Transfer Courses. Criminal justice students may apply up to 15 semester credits from appropriate transfer courses to major requirements provided these were earned at accredited colleges and universities and fall into appropriate categories. In no case will a course taken at the 100 or 200 level become the equivalent of a 300- or 400-level UMass Boston course. SOCIOL/CRMJUS 363L, 465L, and 467L may not ordinarily be transferred into the major. Students who have questions about transfer courses should contact the director of the Criminal Justice Program. Once you declare your criminal justice major at UMass Boston, criminal justice or sociology courses taken elsewhere need prior approval from the Criminal Justice Program director or the department chair and the Registrar.

Maximum Number of 100-Level Courses. No more than 9 credits of 100-level courses taken at UMass Boston may count toward the criminal justice major (i.e., a maximum of 9 credits from among SOCIOL 101, SOCIOL 112G, SOCIOL 160, SOCIOL 180c, and SOCIOL 180d).

Pass/Fail Option. The program allows majors to take one of its courses on a pass/fail basis, but the course may not be CRMJUS/SOCIOL 351L, 461L, or 462L.

Double Major in This Department. For students who declare a double major in criminal justice and either sociology or social psychology, the following two courses may double-count across the two majors:

SOCIOL 101 Introduction to Sociology

SOCIOL/CRMJUS 351L Methods of Sociological Research

The Minor in Criminal Justice

The criminal justice minor requires 21 credits as follows:

Two prerequisites (6 credits)
SOCIOL 101 Introduction to Sociology
CRMJUS/SOCIOL 262L Criminology

At least one of the following courses (3 credits)
CRMJUS/SOCIOL 363L Corrections
CRMJUS/SOCIOL 465L The Police in Society
CRMJUS/SOCIOL 467L Sociology of Law

Note: If you take more than one course in this category the additional credits may count among the 9 credits of electives below.

One research methods or data analysis course from the following (3 credits)
SOCIOL 350 Elements of Social Statistics
SOCIOL 351L Methods of Sociological Research
CRMJUS/SOCIOL 352L Criminological Statistics and Data Analysis

Note: If you are a sociology or social psychology major, you will need to take SOCIOL 350 or CRMJUS/SOCIOL 352L, since SOCIOL/CRMJUS 351L cannot double-count in the criminal justice minor.

Electives (9 credits)
SOCIOL 112G Children and Human Rights
SOCIOL 160 Social Problems
SOCIOL 180c Battered Women (2 credits, offered in summer only)
SOCIOL 180d Child Abuse (1 credit, offered in summer only)
SOCIOL 201 Youth and Society
SOCIOL 242 The Family
SOCIOL 261 Sociology of Deviance
SOCIOL 290 Environmental Justice and Human Disasters

Criminal Justice Major

SOCIOL 316 Family Violence in America
SOCIOL 362 Juvenile Delinquency
SOCIOL 364 Cyber Crime and Society
SOCIOL 366 White Collar Crime
CRMJUS/SOCIOL 367L Drugs and Society
CRMJUS/SOCIOL 368L Alcoholism
CRMJUS/SOCIOL 369L Alcohol/Substance Abuse Treatment and Prevention
CRMJUS/SOCIOL 386L Sociology of Mental Health and Illness
SOCIOL 472 Media and Violence
Elective(s) from among the lists of required courses above

Pass/Fail Option. One course within the minor may be taken pass/fail.

Maximum Number of 100-Level Courses. No more than two 100-level courses (6 credits) may count toward the minor, of which one must be SOCIOL 101. Thus, you may take a maximum of 3 credits from among the following: SOCIOL 112G (4 credits), SOCIOL 160 (3 credits), SOCIOL 183 (2 credits), and SOCIOL 184 (1credit). Note: Since 112G is a 4-credit course, only 3 credits of it may count toward the minor.

Transfer Courses. A maximum of 3 courses (9 credits) may be transferred from other institutions. SOCIOL/CRMJUS 363L, 465L, and 467L may not ordinarily be transferred into the minor. Please see the director of the Criminal Justice Program if you want to discuss transfer courses. Once you declare your criminal justice elsewhere need prior approval from the Criminal Justice Program director or the department chair and the Registrar.

Major and Minor in This Department. If you are majoring in sociology or social psychology or another closely related major, you may double-count only ONE course—SOCIOL 101—between your major and the criminal justice minor. This means that you will have to take 18 credits of criminal justice minor courses that you are *not* counting as part of your major.

Courses

CRMJUS 262L (SOCIOL 262L)
Criminology
A general survey and analysis of adult crime. Attention to historical development of criminological thought, societal reaction to crime, and behavioral systems. Emphasis on theories of criminality and issues in the administration of justice by police and courts.
Prerequisite: SOCIOL 101.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits
Mr Butts, Ms Hartwell, Ms Leverentz

CRMJUS 321L (SOCIOL 321L)
Racial and Ethnic Relations
An examination of racial and ethnic relations in contemporary society, including the history and sociology of the immigration experience, bilingual education, the nature and character of discrimination, neighborhood change, and racial and ethnic conflict.
Prerequisite: SOCIOL 101.
Distribution Area: Social and Behavioral Sciences (SB).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Butts, Mr Capetillo-Ponce, Mr Jacobs, Mr Schaefer

SOCIOL 323L (CRMJUS 323L)
Race, Incarceration, and Deportation
Explores the causes of systemic disparities in incarceration rates for immigrant and native-born minorities.
Prerequisite: SOCIOL 101.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits
Mr Kretsedemas

CRMJUS 351L (SOCIOL 351L)
Methods of Sociological Research
Design of sociological research and methods of inquiry. Organization and analysis of data, development of research projects.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits
Mr Deng, Ms Gore, Mr Movahedi, Mr Schutt, and Staff

CRMJUS 363L (SOCIOL 363L)
Corrections
Prisons, jails, parole, and probation. Attention to inmate social structure, and philosophy underlying the correctional system and modern treatment approaches.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits
Ms Hansen, Ms Leverentz

CRMJUS 367L (SOCIOL 367L)
Drugs and Society
This course examines the social origins and consequences of the use and abuse of consciousness-altering substances (including alcohol). It considers how society defines and deals with drug use and assesses social harm, including such issues as addictions and health effects, drugs and crime, the legislation debate, and drug policy and enforcement.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits
Ms Hartwell, Ms Leverentz

CRMJUS 368L (SOCIOL 368L)
Alcoholism: Etiology and Epidemiology
An in-depth interdisciplinary analysis of the nature, causes and extent of alcoholism and problem drinking. Analysis of drinking patterns and drinking problems cross-culturally and among subgroups in the population such as women, prison inmates, the elderly, and homeless people.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits
Ms Hartwell

CRMJUS 461L (SOCIOL 461L)
Internship in Law and Criminal Justice
This course provides an historical and sociological analysis of our state and federal court systems, and considers such issues as the rights of indigent defendants, the bail system, right to counsel, and the adversary nature of some proceedings. In addition to classroom work, students undertake supervised field placements in probation offices, parole boards, district attorneys' offices, and correctional programs.
Prerequisites: SOCIOL 101; SOCIOL/CRMJUS 262L and 351L; completion of two of the following: SOCIOL/CRMJUS 363L, 465L, 467L; 90 or more credits; completion of WPE; and major in criminal justice or sociology, or minor in criminal justice.
3 Lect Hrs, 15 Fieldwork Hrs, 6 Credits
Mr Horgan, Mr Stern

CRMJUS 462L (SOCIOL 462L)
Internship in Law and Juvenile Justice
This course provides an historical and sociological introduction to our juvenile justice system, and considers such issues as children's rights and the role of the family versus the role of various judicial institutions. In addition to classroom work, students undertake supervised field placements in juvenile courts, probation offices, and youth rehabilitation programs.
Prerequisites: SOCIOL 101; SOCIOL/CRMJUS 262L and 351L; completion of two of the following: SOCIOL/CRMJUS 363L, 465L, 467L; 90 or more credits; completion of WPE; and major in criminal justice or sociology, or minor in criminal justice.
3 Lect Hrs, 15 Field Work Hrs, 6 Credits
Mr Stern

Criminal Justice Major

CRMJUS 465L (SOCIOL 465L)
Police in Society
An examination of police as a system of social control; a survey of major studies of police by sociologists and government commissions. Emphasis is given to police organization, patterns and consequences of police training, historical and cross-cultural perspectives of police systems and studies of police discretion and police-citizen interaction.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits
Ms Morabito, Mr Walsh

CRMJUS 467L (SOCIOL 467L)
The Sociology of Law
A general analysis of the social origins and consequences of law and legal process; special emphasis on law as a method of conflict resolution and as a social control structure, and on law and social change. Attention also given to law in other societies, including non-literate societies, to the evolution and development of legal structures, and to patterns of due process and criminal law.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits
Ms Leverentz, Mr Schutt, Ms Tyler

DEPARTMENT OF ECONOMICS

Faculty

Janis Kapler, Associate Professor and Chair; Professors Randy Albelda, Mary Stevenson, David Terkla; Associate Professors Jeremiah Cotton, Marlene Kim, Catherine Lynde, Julie Nelson; Assistant Professors Michael Carr, Arjun Jayadev, Adugna Lemi, Tammy Barlow Murphy, Peter Spiegler

The Department

The goals of the Economics Department are to provide a broad range of undergraduate courses for economics majors in a liberal arts institution; to prepare students for rigorous graduate work in economics or related fields; to expose majors to the richness of economics through offering both "traditional" and "alternative" courses; and, for students who are not economics majors, to improve their understanding of economic phenomena as a way of enhancing their ability to comprehend the problems of a complex modern society. The department participates in appropriate college and university programs, including interdisciplinary studies.

Requirements

The Major

All economics majors are required to take ECON 101, 102, 201, 202, and 205, and to attain a grade of at least C- in each of them. Majors are further required to take six elective courses within the department. At least one of these electives must be a "field" course, and at least two must be "alternative approach" courses. A "field" course is one that offers a broad survey of a major field of applied economics. (Field courses are designated with double asterisks below.) An "alternative approach" course is one that gives a systematic and thorough treatment of an approach or approaches to economics other than the traditional neo-classical/Keynesian approach. (Alternative approach courses are designated with single asterisks below.) One of these 6 electives must also be a 400-level capstone course. (The capstone requirement may also be completed in some 300-level courses by special arrangement with the instructor.) Capstones require completion of a substantial research paper or a similarly challenging significant integrative project. Each student must achieve a GPA of at least 2.0 in all economics courses in order to graduate as an economics major.

The Minor

All minors are required to take a total of six economics courses, including ECON 101 and 102, two courses at the 300 or 400 level, and any other two economics courses. No substitution of non-economics courses will be accepted toward the requirements for the minor, except as described below.

Economics courses taken at other institutions of higher education may be counted toward the requirements for the economics minor, up to a maximum of two such courses. One of these may include the following courses at UMass Boston: MSIS 111, MATH 125, or PSYCH 270Z.

Honors Thesis

Senior economics majors who have the appropriate prerequisites can write an honors thesis. The awarding of honors will be determined by the thesis advisor and a second reader. See the ECON 489 and 490 course descriptions for details.

Mathematics Requirement

ECON 101 (Introduction to Microeconomics) and 102 (Introduction to Macroeconomics) have as a prerequisite MATH 114Q, MATH 115, or the equivalent (e.g., placement out of MATH 114Q/MATH 115 by examination). Almost all other economics courses have either ECON 101 or 102 or both as a prerequisite; students must therefore have MATH 114Q, MATH 115, or the equivalent prior to taking almost any economics course. Also, the other three courses required of all economics majors (ECON 201, 202, and 205) all have the following math prerequisite: MATH 129 (or 130) or placement into MATH 135 (or 140).

The Pass/Fail Option

Economics majors may use the pass/fail option for departmental electives, but not for the required courses (ECON 101, 102, 201, 202, and 205). Economics majors who are considering taking an economics elective course pass/fail are strongly encouraged to talk with their faculty advisors before making a final decision.

Transfer Credit Policy

By permission of the department, and subject to University regulations, major credit may be given for up to five courses taken at other institutions.

Courses

Alternative approach courses are designated below with single asterisks. Field courses are designated below with double asterisks.

ECON 110G*
Economic Ideas

ECON 112G*
U.S. Health Care: Need and Greed

ECON 212G
Economics of the Metropolitan Area

For a complete description of these courses, see the "First-year and Intermediate Seminars" section of this publication.

ECON 100
Introduction to Economic Issues*
This course introduces some of the tools, controversies, and major issues of economics. Students learn basic concepts and methods of measurement used in economics and are introduced to the ways economists analyze economic and social problems. The course focuses each semester on a particular policy topic, giving attention to competing interpretations of the roles of markets, government, firms, and households. Please note that declared economics majors may not enroll in this course.
Distribution Area: Social and Behavioral Sciences *(SB).*
3 Lect Hrs, 3 Credits
Ms Albelda, Ms Kim

ECON 101
Introduction to Microeconomics
A broad introductory survey in which special attention is given to the role of economic principles in analyzing and understanding current economic problems. Emphasis is given to the functioning of markets and to the behavior of individual economic units such as the business firm and the consumer (microeconomics). Other areas of emphasis vary from section to section and may include industrial organization, income distribution, international trade, economics of the environment, and other topics.
Prerequisite: MATH 114Q or MATH 115, or equivalent.
Distribution Area: Social and Behavioral Sciences *(SB).*
3 Lect Hrs, 3 Credits

ECON 102
Introduction to Macroeconomics
A broad introductory survey in which special attention is given to the role of economic principles in analyzing and understanding current economic problems. Emphasis is given to examining the overall functioning of the economy and to such matters as unemployment, inflation and recession. Other

Department of Economics

areas of emphasis vary from section to section and may include economics of government spending and taxation, economic development, alternative economic systems, and other topics.
Prerequisite: MATH 114Q or MATH 115, or equivalent.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits

ECON 201
Microeconomic Theory
Analysis of consumer and firm behavior, and of the determination of prices and quantities in both product and factor markets. Equilibrium of the household, the firm, and the industry. Implications of alternative market structures. A theoretically oriented course that builds on the less rigorous foundation provided in introductory economics courses.
Prerequisites: ECON 101 and MATH 129 (or 130), or placement into MATH 135 (or 140).
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits

ECON 202
Macroeconomic Theory
An investigation of the forces determining national output, employment, and inflation. Particular attention is paid to those government policies which attempt to affect the overall level of economic activity in the US. A theoretically oriented course that builds on the less rigorous foundation provided in introductory economics courses.
Prerequisites: ECON 101-102, and MATH 129 or 130 (or placement into MATH 135 or 140).
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits

ECON 205
Statistical Methods
A non-calculus introduction to statistical inference aimed at familiarizing students with common statistical concepts so they will be able to make intelligent evaluations of technical reports. Topics include descriptive statistics; probability, including the normal distribution; hypothesis testing, including t-tests; analysis of variance; regression and correlation. Students will also learn and use Microsoft Excel.
Prerequisite: MATH 114Q or MATH 115 (or placement into MATH 129 or 130).
Distribution Area: Mathematics (MT).
3 Lect Hrs, 3 Credits

ECON 308
History of Economic Thought*
A discussion of the rise and development of systematic economic thought. Both orthodox and heterodox economic ideas are studied in light of the social and historical context in which they developed. The course covers the origins of mercantilist thought, the physiocrats, classical political economy through Marx, neoclassical economics, the German historical school, the marginalist school, institutional economics, and the advent of macroeconomics.
Prerequisite: ECON 101-102.
3 Lect Hrs, 3 Credits
Mr Spiegler

ECON 310
Introduction to Marxist Analysis*
An introduction to Marxist economic analysis, giving students an initial exposure to the basic concepts and methods of analysis of Marxist economics. Several themes and concepts run throughout the course; these include the processes of alienation and exploitation, the operation of contradictions and the role of dialectics, and the role of the state in capitalist societies.
Distribution Area: Social and Behavioral Sciences (SB).
Diversity Area: United States.
3 Lect Hrs, 3 Credits

ECON 313
Urban Economics**
An analysis of the economic reasons for the development of cities, and of historical trends in the evolution of US cities. Theoretical explanations for the structure of cities, with particular attention to spatial density patterns. Special attention to urban problems and related policy options in selected areas including transportation, housing, land use, local government finance, and poverty and discrimination.
Prerequisite: ECON 100 or ECON 101.
3 Lect Hrs, 3 Credits
Ms Stevenson

ECON 315
The Political Economy of New England
An examination of the historical origins, present nature, and outstanding problems of our regional economy, with particular emphasis on Massachusetts. Covered topics may include historical trends in New England's economic structure, causes and consequences of business investment and location, workers and jobs, and the political economy of taxes and government spending.
3 Lect Hrs, 3 Credits

ECON 318
The Economics of State and Local Governments
An examination of the role that state and local governments play in financing and implementing the delivery of public goods and services. The levels and history of state and local expenditures and revenues, economic theories of the role of government, the relationship between the federal government and state and local governments, and the specific taxes used to finance state and local government activities are examined, with special attention paid to the current fiscal situation of the states, especially Massachusetts.
Prerequisites: ECON 101-102.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits

ECON 325
American Economic History*
The economic history of the United States, focusing on selected topics, including, for example: early industrialization, slavery, the rise of large firms, and the Great Depression. Several themes are given emphasis, including: the diversity of the U.S. population and the way different groups have played different roles in the country's economic development; the interaction between the state and the economy; the role of education and technological change; the great material success of the U.S. economy and the disruptions in that success.
Prerequisites: ECON 101-102.
3 Lect Hrs, 3 Credits

ECON 331
Money and Financial Institutions**
An economic analysis of the US financial system, including examination of the major types of financial assets, financial markets, and financial institutions, as well as the major factors that determine asset prices and the structure of interest rates. Attention is given to the nature and operation of banking firms and the structure and regulation of the banking industry. Other topics may include the Federal Reserve and monetary policy; the determination of the money supply; recent trends in the banking industry; lending discrimination and community reinvestment; and current public policy issues in the areas of banking and finance.
Prerequisites: ECON 101-102.
3 Lect Hrs, 3 Credits
Mr Jayadev

Department of Economics

ECON 334
International Trade**
An examination of alternative theories of international trade, including traditional neoclassical free trade approaches and newer theories addressing imperfect competition, economies of scale, national competitiveness issues, and managed trade. Topics also include the economic analysis of trade policies and trade imbalances: quotas, tariffs, GATT, free trade areas, NAFTA, WTO, trade problems and policies in economically developed and developing countries.
Prerequisites: ECON 101-102.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits
Ms Kapler, Mr Lemi

ECON 335
International Finance**
An examination of the theory of international finance, balance of payments and foreign exchange markets, open economy macroeconomic policy with capital mobility and exchange rate flexibility, international monetary regimes, international monetary reform, and international financial institutions.
Prerequisites: ECON 101-102.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits
Ms Kapler, Mr Jayadev

ECON 336
Economic Development**
Topics include the economic meaning of underdevelopment; the role played by different kinds of resources; the evaluation of alternative "strategies" for economic growth and development; and the interaction between the problems of the under-developed countries of Africa, Asia, and Latin America and the policies of the US and other developed countries.
Prerequisites: ECON 101-102.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits
Mr Lemi

ECON 337
Emerging Economies in Asia
Over the last three decades, Asian economies have established a much larger presence in the world economy. The region has experienced a nearly simultaneous and sustained period of rapid economic growth rates (an event that is historically unprecedented), which in turn has meant major transformations both for the region but also for the world economy as a whole. As China and India, in particular, move toward becoming among the largest economies in the world over the coming decades, understanding the nature of their transformation is deeply important for a more complete knowledge of the global economy. The goal of this course is to provide an overview of the development and current concerns of the major economies of Asia from historical, contemporary, and comparative perspectives. We will begin by briefly examining the key historical inheritance of the region which influenced their development paths. We then undertake a detailed case study for the period following 1950, focusing especially on the causes and consequences of the growth explosions, the consequences of the 1997 financial crisis, and the like. We then go deeper into current debates about these economies. Before the student presentations that end this course, we look at the current role of Asia and its future impacts on the world economy.
3 Lect Hrs, 3 Credits

ECON 338
The Latin American Economy*
Description and analysis of the economic characteristics and problems of Latin American countries.
Prerequisite: ECON 100 or ECON 101 or ECON 102.
Diversity Area: International.
3 Lect Hrs, 3 Credits

ECON 339
The Political Economy of International Migration*
This course investigates theories and empirical evidence concerning (1) why humans migrate internationally, (2) their geographical destination and duration of stay in the host nation, (3) their labor market and fiscal effects, (4) their health and use of public medical assistance, and (5) the amount, frequency, mechanisms, and effects of remitting money in their home country.
Prerequisite: ECON 101 or ECON 102.
Diversity Area: International.
3 Lect Hrs, 3 Credits

ECON 343
The Political Economy of Black America*
A survey of the economic status of black Americans. Examination of the social and economic legacy of slavery and reconstruction. Analysis of particular problem areas for contemporary blacks, e.g., housing, labor market discrimination and education. Evaluation of community economic development, black capitalism and other strategies for black economic development.
Prerequisite: ECON 100 or ECON 101.
Distribution Area: Social and Behavioral Sciences (SB).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Cotton

ECON 345
Natural Resources and Sustainable Economic Development
This course provides an introduction to sustainable growth and economic development. The first part focuses upon the techniques for managing natural resources. The second part focuses on specific regional, national and global resource problems, including energy usage, fisheries, population, and species extinction. Students are provided with an overview of strategies for achieving sustainable resource usage.
Prerequisite: ECON 101.
3 Lect Hrs, 3 Credits
Ms Murphy

ECON 349
Economic Approaches to Environmental Problems
An introduction to the economist's approach to solving environmental problems. The course examines applicable economic theories, then uses them to develop a framework for analyzing a wide range of environmental issues. Topics include benefit/cost analysis; measurement of environmental damages; and current government approaches to solving air, water, and solid waste pollution problems.
Prerequisite: ECON 101.
3 Lect Hrs, 3 Credits
Ms Murphy, Mr Terkla

ECON 351
Economic Philosophy*
This course examines the history, evolution, and current state of the philosophy of science underlying economics. The central aim of the course is to provide students with a deep understanding of how economic analysis works, and, thereby, to help students critically interpret the claims of current economic research and rhetoric. The course is divided thematically into four parts, studying: (1) the pre-history of modern economics, (2) the foundation and evolution of modern economics, (3) critical responses to modern economic philosophy, and (4) current work in economics.
Prerequisite: ECON 101 or ECON 102.
3 Lect Hrs, 3 Credits
Mr Spiegler

Department of Economics

ECON 370
Special Topics
This course provides an opportunity, at the 300 level, for the department to offer one-time-only courses on special topics of current interest to faculty members and students. It also is sometimes used as a way of offering proposed new courses on a trial basis before they are officially approved as part of the economics curriculum.
Prerequisite: Varies; will be posted each time course is offered.
3 Lect Hrs, 3 Credits

ECON 372
Comparative Economic Systems**
An examination of alternative systems of economic organization. Analysis of the failed command economies of the former Soviet Bloc and discussion of the progress and prospects for reform in Russia, Poland and Hungary. Special attention is given to comparing alternative capitalist systems (US, Sweden, Germany, Japan and South Korea). Issues of concern include market and non-market mechanisms of allocation and distribution, workers' control, economic democracy, centralization and decentralization, and the relation of economic affairs to political and social affairs.
Prerequisites: ECON 101-102.
3 Lect Hrs, 3 Credits

ECON 380
Health Economics
An analysis of how health care markets function with specific reference to the US health care delivery system. Topics include the economic, social, and demographic factors determining the demand for health care services, the supply of various kinds of health-sector services, the financing of health care services, and alternative systems of health care delivery and financing.
Prerequisite: ECON 101.
3 Lect Hrs, 3 Credits
Ms Lynde

ECON 385
Economics of Education*
This course deals with a variety of questions about the role of education in the economy and about economic aspects of the educational system. First, attention is given to the historical development of US public education and to different theories trying to explain that development. Students examine such issues as: Does education make people more productive? If so, how? Does education affect people's behavior in ways that make them "fit" better or worse in the large enterprises of the economy? Whose interests are served by the structure of our educational system? How does the educational system affect economic, social and political equality? Much of the course is devoted to particular controversies, for example, the issue of school choice, merit pay for teachers, the equalizing or disequalizing impacts of schooling, the importance of education in making the US "more competitive."
Prerequisite: ECON 101 or 102.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

ECON 390
Labor Market Economics**
An analysis of labor as an economic resource. Topics include the demand and supply of labor; wage determination and the structure of labor markets; income distribution, discrimination and inequality; unemployment and contingent work; labor as a macroeconomic variable, and public policies affecting the labor market.
Prerequisites: ECON 101-102.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits
Mr Cotton, Ms Kim, Ms Stevenson

ECON 391
Unions and Collective Bargaining*
An analysis of work and the institutions of workers. The course surveys labor history, labor unions, labor laws, organizing, collective bargaining, strikes, international competition, and how globalization is affecting work and workers' ability to organize and improve their working conditions.
Prerequisites: ECON 101; ECON 102 recommended.
3 Lect Hrs, 3 Credits
Ms Kim

ECON 392
Women's Economic Roles*
Women's labor—unpaid and paid—is a crucial, yet often overlooked or undercounted component of economic activity in industrial countries. This course presents an historical overview of the economic roles of women in the US and how economic theories explain these roles. The course focuses on why women's economic status has remained subordinate to men's and discusses policies directly affecting women's economic position.
Prerequisite: ECON 100 or 101.
Distribution Area: Social and Behavioral Sciences (SB).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Albelda, Ms Kim

ECON 394
Sex-Segregated Labor Markets*
A study of women's inferior economic status. Review of theoretical and empirical work on topics including women's labor force participation, job segregation, wage differences and discrimination, and considerations of proposals for changes in public policy.
Prerequisite: ECON 100 or 101; 102 recommended.
Distribution Area: Social and Behavioral Sciences (SB).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Kim, Ms Stevenson

ECON 395
The Economics of Social Welfare*
A study of major economic security programs in the United States, such as Social Security and Temporary Assistance to Needy Families. The course begins with an examination of historical events leading to the programs of the American welfare system, analyzes the benefit and cost structure of the current system, and assesses the effects of recent attempts to reform that system.
Prerequisite: ECON 100 or 101 or 102.
Distribution Area: Social and Behavioral Sciences (SB).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Cotton, Ms Kim

ECON 417
Public Finance**
An examination of the role of the public sector in the US economy, focusing on public expenditures and tax theory. Topics usually include welfare economics and justifications for government intervention in the market economy, an explanation of the federal budget, theories of growth in government, benefit/cost analysis, income redistribution theory, tax incidence, and the effect of different forms of taxation on consumption, labor supply, savings, and investment.
Prerequisites: ECON 102 and 201; MATH 129.
3 Lect Hrs, 3 Credits
Mr Terkla

ECON 431
Monetary Theory and Policy**
A study of the supply of and demand for money in macroeconomic models, and of current issues in monetary policy.
Prerequisites: ECON 202 and 331, and MATH 129.
3 Lect Hrs, 3 Credits

Department of Economics

ECON 432
Industrial Organization**
Presentation of a framework for the analysis and evaluation of the performance of American industry and an examination of a group of American industries to illustrate the usefulness of this framework in explaining the price, output and product policies in those industries. The course also includes an analysis of antitrust activities as a public policy designed to promote better market performance.
Prerequisites: ECON 201 and MATH 129.
3 Lect Hrs, 3 Credits

ECON 433
Government Regulation of Private Business
Analysis of government policies toward business (including antitrust policy, economic regulation and social regulation) and their impact on society. Topics include the causes and consequences of mergers; the analysis of such business practices as resale price maintenance, franchising, bundling and tying arrangements; the regulation of public utilities, communications and transportation; health and safety regulation and patent policy.
Prerequisites: ECON 201 and MATH 129.
3 Lect Hrs, 3 Credits

ECON 435
The Multinational Corporation*
Examination of the patterns, trends, and theories of direct foreign investment, and impacts of multinational corporations on home and host countries. Topics include effects of MNCs on trade, employment, wages, technology, and economic development. Papers, class presentations, and class discussion are required.
Prerequisite: ECON 334 or 335 or 336 or 338.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits
Ms Kapler

ECON 452
Econometrics**
This is a course in the techniques of estimating economic models. The uses and pitfalls of empirical estimation in economics are examined. In addition to lectures, there is a weekly two-hour computer lab, where students apply these methods using econometric software.
Prerequisites: ECON 201 and 205.
3 Lect Hrs, 2 Lab Hrs, 4 Credits
Ms Lynde

ECON 453
Advanced Macroeconomics
An investigation of the stability and volatility of the US economy, using both theoretical and applied analyses. The course examines several macroeconomic issues: the determinants of economic growth; the sources of instability in "managed-market" economies like the US; the interaction between macroeconomic policy and the international economy and the scope for systematic stabilization policy.
Prerequisites: ECON 202 and MATH 129.
3 Lect Hrs, 3 Credits
Ms Lynde

ECON 476
Internship in Economics
Carefully supervised field work for eight or sixteen hours per week in Boston-area institutions that conduct research on economic issues—e.g., government and non-government organizations. Open to a limited number of students each spring; applications are typically due in November. (Fulfills the capstone requirement. More information is available from the Economics Department.)
Prerequisites: Any seven economics courses; at least 80 credits; open only to economics majors.
3 Lect Hrs, 3-6 Credits
Ms Murphy

ECON 478
Independent Study
Research and reading in any area in economics: the purpose of this course is to allow the student to do advanced work in an area of economics to which he or she has already been exposed or to investigate an entirely new area. (Course offered in the fall only.)
Prerequisites: Junior standing and permission of instructor.
Hrs by arrangement, 3 Credits

ECON 479
Independent Study
See ECON 478. Given in the spring term.
Prerequisites: Junior standing and permission of instructor.
Hrs by arrangement, 3 Credits

ECON 480
Senior Seminar
A senior seminar conducted by various members of the faculty with concentration on their fields of scholarly interest. (Fulfills the capstone requirement.)
Prerequisites: Any seven economics courses; at least 80 credits; open only to economics majors.
3 Lect Hrs, 3 Credits

ECON 481
Senior Independent Study
Reading and research, under the direction of an individual faculty member, that builds on knowledge and skills obtained in a student's previous economics courses and that culminates in the production of a substantial research paper. Students will be allowed to enroll in ECON 481 only after the completion of a written proposal that obtains written approval from the supervising faculty member and from the department chairperson. (Fulfills the capstone requirement.)
Prerequisites: Any seven economics courses; at least 80 credits; open only to economics majors.

ECON 489
Senior Honors Project
Closely supervised individual research on a topic chosen by a student in consultation with a faculty supervisor. The course's aim is to enable highly qualified students to undertake the preliminary exploration—reading, thinking, data-gathering—necessary for the successful undertaking of writing a senior honors thesis during the following term. The thesis prospectus must be completed and accepted by the student's proposed thesis supervisor before enrollment. Enrollment is limited to economics majors with at least 80 credits and an overall cumulative GPA of 3.25 who have completed at least 7 economics courses with a GPA of 3.5; permission of both a faculty supervisor and the department chairperson is required. (Fulfills the capstone requirement.)
Hrs by arrangement, 3 Credits

ECON 490
Senior Honors Thesis
Closely supervised individual research resulting in the completion of a senior honors thesis. Topics will be mutually agreed upon by students and their faculty supervisors, on the basis of the thesis prospectus (See Economics 489). At the beginning of the term the department chairperson will, in consultation with the thesis supervisor, appoint a second reader for the thesis, who will be available for consultation during the term. On completion of the thesis, and its acceptance by the supervisor and the second reader, the student will present an oral summary of his or her research at a seminar open to all economics students and faculty. (Fulfills the capstone requirement.)
Prerequisites: Successful completion of ECON 489; permission of both a faculty supervisor and the department chairperson.
Hrs by arrangement, 3 Credits

DEPARTMENT OF ENGLISH

Faculty

Judith Goleman, Associate Professor and Chair; Professors Pamela Annas, Elsa Auerbach, Elizabeth Fay, Shaun O'Connell, Thomas O'Grady, Lloyd Schwartz, Taylor Stoehr, John Tobin, Vivian Zamel; Associate Professors Neal Bruss, John Fulton, Elizabeth Klimasmith, Barbara Lewis, Askold Melnyczuk, Duncan Nelson, Cheryl Nixon, Louise Penner, Rajini Srikanth; Assistant Professors Patrick Barron, Matthew Brown, Stephanie Kamath, Suji Kwock Kim, Scott Maisano, Nadia Nurhussein, Eve Sorum, Stephen Sutherland, Susan Tomlinson, Leonard von Morzé, Alex Mueller; Distinguished Lecturer and Poet in Residence Joyce Peseroff; Adjunct Associate Professor Kevin Bowen

The Department

The English Department offers a wide variety of courses and programs in literature, language, and writing for major and non-major alike. Hundreds of UMass Boston students choose the English major as one of the best (and most recognized) forms of pre-professional training, since it cultivates powers sought after in many careers: perceptiveness, language skills, ability to analyze human motive and situation, careful judgment, the ability to recognize underlying principles and to foresee human consequences. Many study literature as a rich repository of human values and vision, and for others it provides unique opportunities for self-discovery as well as immediate access to remote worlds of experience. Courses in literature are organized according to the major critical orientations: historical, generic, thematic, and authorial, and each semester's offering of advanced courses gives balanced representation to these. Courses in professional and creative writing are available at beginning and advanced levels. Clusters of courses in language and linguistics are available, as are courses suitable for students preparing for careers in teaching at the primary, secondary, and post-secondary levels. Members of the department teach in several interdisciplinary programs, and full-time English faculty teach courses at all levels. The department offers a Master of Arts degree in English and a Master of Fine Arts degree in creative writing.

Requirements

Prerequisites

For all English courses above the 100 level, English 101 is prerequisite. Information is available from the department regarding those circumstances under which students may be exempted from taking ENGL 101 or 102. Prerequisites for English majors are listed below. For non-majors, ENGL 200, 201, or 202 is prerequisite for all 300- and 400-level English courses. The student who is strongly motivated to take a course for which he or she has not satisfied the prerequisites should contact the instructor for advice and permission.

The Major

I. At the sophomore level, all English majors must take the following three courses as prerequisites to advanced study:
   - ENGL 200: Understanding Literature
   - ENGL 201: Five British Authors
   - ENGL 202: Six American Authors

   Majors must complete at least one of these three required sophomore-level courses before beginning advanced-level work.

II. Students majoring in English must complete with a grade of "C-" or better a minimum of eleven courses (33 credits) above the 100 level. Courses taken on a pass/fail basis cannot be counted among the eleven courses required for the major. At least seven of the eleven must be advanced (300- and 400-level) courses, and must be distributed according to the following guidelines:
   - Majors must take at least one advanced course in which the major proportion of the literature studied was written before 1660. These courses are identified in the catalogue with an asterisk (*).
   - Majors must take at least one advanced course in which the major proportion of the literature studied was written between 1660 and 1900. These courses are identified in the catalogue with a double asterisk (**).
   - Because English studies in the twenty-first century is a global phenomenon and because the English language is a medium of expression in numerous countries, majors must take at least one advanced course that offers a transnational, comparative, cross-cultural, or postcolonial perspective on literature. These courses are identified in the catalogue with the abbreviation TN.

III. All majors must complete a capstone course or experience. Ordinarily the capstone is undertaken after a student has completed at least 90 credits towards graduation. The capstone allows a student to demonstrate the ability to use the knowledge, concepts, and methods acquired in the major in a substantial project that may involve research in literature or language, a portfolio of creative or scholarly work, or application in an apprentice role outside the University.

The capstone requirement may be met through any of the English courses listed in the 460-499 series. The senior honors options in this series are by invitation only, but all other capstone courses are open to all English majors.

Capstones cross-listed between English and other departments or programs may also be used by English majors to meet the capstone requirement.

English majors in the Teacher Education Program may count their practicum semester as a capstone experience. Students completing the creative writing concentration in English may use their required writing portfolio, certified by the creative writing faculty, as the capstone experience. English majors who have an internship approved by the English Department's internship supervisor may count their semester as an intern as a capstone experience if they enroll in either ENGL 475 or 476.

Courses Which Count Toward the Major

- THRART 250, 251, 351.
- One semester of independent study, which must be approved by the chair of the department.

Courses Which Do Not Count Toward the Major

- Literature in translation courses offered by foreign language departments.
- Courses taken pass/fail.
- Courses in which the student receives a grade below C-.
- Courses below the 200 level.

Honors in English

The department offers a two-semester honors program for a small number of seniors whose work in English has been outstanding. Only three of the six honors program credits can be counted towards the major. Minimal requirements for admission to the program are a 3.0 cumulative average (3.5 in English courses) and recommendations to the English honors committee from faculty members acquainted with the applicant's

Department of English

work. Interested students should contact the director of the major. (Note the descriptions of ENGL 498-499 below.)

Honors in Creative Writing

A few outstanding seniors are invited to work for honors in creative writing by completing an intensive workshop with the director of creative writing in the fall, and working with an individual faculty advisor on a collection of poetry, fiction, or drama in the spring. Requirements for admission are a 3.0 cumulative average, a 3.5 average in English and creative writing courses prior to the fall, and approval by a committee of creative writing faculty. Qualified students should see the Director of the Creative Writing Program in April for details.

English Minors and Concentrations

The Department of English grants an eleven-course major in English and a six-course minor in English. In addition, it offers three specialized minors in the fields of creative writing, professional writing, and Irish studies. In collaboration with the Computer Science Department of the College of Science and Mathematics, the English Department offers the Program in Technical Writing (Computer Science). Students who major in English can complete concentrations in these same areas by fulfilling the same requirements as the minor. The minor allows non-majors to engage in a focused study of English; a concentration allows students to add coherence and depth to their programs of study as English majors. Successful completion of a minor or concentration is recorded on the student's official university transcript.

I. Minor in English

The minor in English is designed for students majoring in a field other than English who would like to engage in a focused study of literature. Requiring a total of **six courses**, it consists of one required foundation course (200, 201, or 202), four courses at the 300 or 400 level, and one additional course at the 200, 300, or 400 level. Successful completion of the minor is recorded on the student's official university transcript.

Requirements for a Minor in English

1. One 200-level foundational English course from the following list:

   ENGL 200: Understanding Literature

   ENGL 201: Five British Authors

   ENGL 202: Six American Authors
2. At least four English courses at the ENGL 300 or ENGL 400 level.
3. One additional English course at the ENGL 200, ENGL 300, or ENGL 400 level.

Note: Courses graded D or P do not count toward the minor.

II. Minor/Concentration In Creative Writing

The minor in creative writing is designed for students majoring in a field other than English. The concentration in creative writing requires the same set of courses and is awarded to students who are majoring in English. All English courses in the concentration may also count toward the English major. Successful completion of the minor or concentration is recorded on the student's official university transcript. Non-matriculated students who complete the course sequence will be awarded a certificate, issued by the Department of English.

The minor/concentration in creative writing is designed for students with special interest in writing poetry, fiction, creative nonfiction, and drama. Requiring a total of **seven courses**, it consists of a minimum of four courses in creative writing and three upper-level courses in literature.

Requirements for a Minor/Concentration in Creative Writing

1. At least four courses in creative writing, only one of which may be at the 200 level, and at least two of which must be advanced workshops, from the following list:

   200 level courses:

   ENGL 210: Intro to Creative Writing

   ENGL 211: Creative Writing: Poetry

   ENGL 212: Creative Writing: Fiction

   ThrArt 250: Intro to Playwriting

   ThrArt 275: Intro to Screen and TV Writing

   300- and 400-level courses:

   (Other writing-intensive courses at the 300 or 400 level may qualify as electives, at the discretion of the director of Creative Writing.)

   ENGL 301: Advanced Poetry Workshop (may be taken 3 times for credit; enrollment requires permission of the instructor)

   ENGL 302: Advanced Fiction Workshop (may be taken 3 times for credit; enrollment requires permission of the instructor)

   ENGL 306: Advanced Nonfiction Writing

   ENGL 496: Creative Writing Honors I (open only to seniors admitted to Honors in Creative Writing; counts as advanced workshop)

   ENGL 497: Creative Writing Honors II (open only to students who have completed E496)

   ThrArt 251: Playwriting I (counts as 300-level course)

   ThrArt 351: Playwriting II

   Students may take ENGL 455/456 (Independent Study) for credit toward this requirement, only with permission from the director of Creative Writing.
2. Three ENGL 300- or ENGL 400-level courses in English, American, or Transnational Literature.
3. A portfolio of work reviewed and approved by the director of Creative Writing in consultation with the Creative Writing faculty.
4. Students must plan their course of study and portfolio submission in consultation with the director of Creative Writing. Students who are pursuing a minor in creative writing, and are therefore not English majors, will need assistance with negotiating English course prerequisites and planning an appropriate sequence of upper-level English courses.

III. Minor/Concentration in Professional Writing

The minor in professional writing is designed for students majoring in a field other than English. The concentration in professional writing requires the same set of courses and is awarded to students who are majoring in English. All English courses in the concentration may also count toward the English major. Successful completion of the minor or concentration is recorded on the student's official university transcript. Non-matriculated students who complete the course sequence will be awarded a certificate, issued by the Department of English.

The minor/concentration in professional writing provides a bridge between liberal arts training and the writing many graduates will do in the workplace. The minor/concentration prepares students for the range of written communications they will undertake as part of their job upon graduation. The coursework requires a sequence of **six courses**, culminating in an intensive one- or two-semester internship in a job requiring extensive writing. Internships include work in journalism, television and

Department of English

radio broadcasting, public relations, advertising, and communication.

The minor/concentration is selective. Admission is by permission of the director of Professional Writing. Application prerequisites include submission of two writing samples (examples: college papers or printed articles) and successful work in freshman- and sophomore-level writing courses.

Requirements for a Minor/Concentration in Professional Writing

1. Three professional writing courses.

   ENGL 306: Advanced Nonfiction Writing, formerly titled Advanced Composition: Theory and Practice (may be taken 2 times, each time with a different instructor)

   ENGL 307: Writing for the Print Media

   ENGL 308: Professional Editing

2. Two writing electives from the 300 or 400 level. Other writing-intensive courses at the 300 or 400 level may qualify as electives, at the discretion of the program director.

   ENGL 301: Advanced Poetry Workshop (may be taken 3 times for credit)

   ENGL 302: Advanced Fiction Workshop (may be taken 3 times for credit)

   ENGL 306: Advanced Nonfiction Writing (taken a second time)

   ENGL 440: History of the English Language

   ENGL 443: Language and Literature

   ENGL 496: Creative Writing Honors I (open only to seniors admitted to Honors in Creative Writing; counts as an advanced workshop)

   ENGL 497: Creative Writing Honors II (open only to students who have completed ENGL 496)

   COMSTU 480: Communication Seminar

   COMSTU 365: News Media and Political Power

3. One professional writing internship and accompanying seminar.

   ENGL 475: English Internship (3- or 6-credit internships available)

4. Students must plan their course of study and internship in consultation with the director of Professional Writing. Students who are pursuing a minor in professional writing, and therefore are not English majors, will need assistance with negotiating English course prerequisites and planning an appropriate sequence of upper-level English courses.

IV. Minor/Concentration in Irish Studies

The minor in Irish studies is designed for students majoring in a field other than English. The concentration in Irish studies requires the same set of courses and is awarded to students who are majoring in English. All English courses in the concentration may also count toward the English major. Successful completion of the minor or concentration is recorded on the student's official university transcript. Nonmatriculated students who complete the course sequence will be awarded a certificate, issued by the Department of English.

The minor/concentration in Irish studies is designed to provide students with the opportunity to engage in the interdisciplinary study of Irish and Irish-American culture, primarily through literature and history. **Six courses** are required for completion of the minor/concentration in Irish studies. Course offerings cover major aspects of Irish culture from ancient times to the present.

Requirements for a Minor/Concentration in Irish Studies

1. Six courses may be chosen from the following list:

   AMST 405: The Immigrant Experience: Aliens and Anglo-Saxons in American Society, 1830-1930*

   ENGL 377L/AMST 377L: Irish-American Literature and Culture

   ENGL 391: James Joyce

   ENGL 392: William Butler Yeats

   ENGL 415: Irish Literature

   ENGL 419: Recent Irish Literature

   ENGL 425: Irish Short Story

   ENGL 427: Modern Irish Novel

   ENGL 462: Advanced Studies in Poetry*

   ENGL 466: Advanced Studies in Special Topics*

   ENGL 478, 479: Independent Study I and II (please note that these two courses have been inadvertently omitted from the new printed catalog, 2007-09)*

   HIST C230: Nationalism in the Modern World*

   HIST 339: Irish History, 1688 to Present

   HIST 395: History of Boston*

   * These courses may count toward the minor/concentration when approved by the director of Irish studies. A substantial portion of the student's work in the course must be on an Irish topic.

2. Students must plan their course of study in consultation with the Director of Irish Studies to ensure a broad exposure to the field of Irish Studies. Students who are pursuing a Minor in Irish Studies, and therefore are not English Majors, will need assistance with negotiating English course prerequisites and planning an appropriate sequence of upper-level English courses.

V. Program in Technical Writing

The Program in Technical Writing (Computer Science) is an intercollegiate program offered in collaboration with the Computer Science Department, College of Science and Mathematics. See page 229 for program description.

Courses That Do Not Count Toward the Minors or Concentrations

- Courses taken pass/fail
- Courses in which the student receives a grade below C-
- Any literature-in-translation course offered by a foreign-language department, unless the course is exempted by the director of the minor or concentration

Undergraduate Teacher Licensure in English

English majors may work toward initial licensure in elementary education (1-6), middle school English (5-8), and secondary school English (8-12). Any English major who wishes to work toward initial licensure must apply to be admitted to the undergraduate education office. Applications are available in the Graduate College of Education Advising Office, W-1-077, and are due in April. Interested English majors should schedule an initial meeting with the English Department licensure advisor in order to plan a program of study.

The requirements for the undergraduate education program are available from the Graduate College of Education Advising Office. English majors must, in addition to these requirements, complete the following courses within the English major:

- One language-focused English course: ENGL 440, 442, or 443
- Perspectives on Literacy: ENGL 448
- The capstone requirement, met by student teaching and portfolio

Further details regarding initial licensure are available in the main office of the English Department, W-6-52, and on the department website.

Department of English

Transfer Credit Policy

Transfer students may count toward the major requirements no more than five English courses taken elsewhere. Transfer students may count toward the minor or concentration requirements no more than three English courses taken elsewhere, which must be approved by the director of the minor or concentration. Sophomore-level courses taken elsewhere do not substitute for advanced-level major courses. Major prerequisites may be waived or modified for transfer students who have completed equivalent or comparable courses elsewhere. To have transcripts from other institutions evaluated, transfer students should contact the director of the undergraduate English major.

Cross-Listed Courses

Course numbers followed by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example "ENGL 350L (ASAMST 350L)," which is cross-listed with the Program in Asian American Studies.

Courses

ENGL 180G
Women Between Cultures

ENGL 181G
Literature and Visual Arts

ENGL 182G
"Race" and "Ethnicity" in 20th Century US Literature

ENGL 183G
Literature and Society

ENGL 184G
Technology and the Soul

ENGL 187G
Examining Consciousness

ENGL 262G
The Art of Literature

ENGL 263G
The Art of Shakespeare

ENGL 272G
The Art of Poetry

ENGL 273G
The Art of Fiction

ENGL 274G
The Art of Drama

ENGL 276G
The Art of Life Writing

ENGL 278G
Pre-Famine Ireland

For a complete description of these courses, see the "First-year and Intermediate Seminars" section of this publication.

ENGL 099
English Fundamentals
English 099 is a basic reading and writing course for students whose writing placement tests indicate that they need extensive work in college composition. The course introduces students to the methods and materials of academic writing. Journal writing, collaborative writing, marking and glossing texts, discussing student papers in class, and revising are some of the methods that instructors use.
3 Lect Hrs, 3 Credits (semester credits but not graduation credits)

ENGL 101 and 101E
Freshman English I
If English is not your first language, you may be placed into 101E, a course devoted to ESL students. This course, designed for non-native speakers of English, parallels 101 and meets the same graduation requirement. The following description therefore applies as well to 101E.
English 101 is an introductory course in critical reading and writing that prepares students for working with the complex texts and ideas they will find in their college studies. English 101 teaches students to discover and shape their own perspectives in dialogue with challenging readings. Through carefully sequenced assignments, students are guided through various processes for constructing academic essays that may include journal writing, glossing texts, discussing student papers in class, peer reviewing, and especially revising. Readings and materials vary from section to section.
Note: English 101 and 101E both satisfy the first half of the College's freshman writing requirements. For more detail, see www.freshman.umb.edu.
3 Lect Hrs, 3 Credits

ENGL 102 and 102E
Freshman English II
If English is not your first language, you may be placed into 102E, a course devoted to ESL students. This course, designed for non-native speakers of English, parallels 102 and meets the same graduation requirement. The following description therefore applies as well to 102E.
Freshman English 102 is a more advanced course in critical reading and writing than 101; it is intended to help students prepare for their upper-level courses and the Writing Proficiency Requirement. Through sequenced assignments, students learn to sustain inquiries on particular themes or issues and to treat subjects from different perspectives, including their own. Through frequent reading and writing assignments, students learn to analyze the structures of essays and arguments so they are able to develop informed responses to them. As in 101, drafting and redrafting are emphasized. One of the course papers will be a researched essay that builds on course themes and issues.
Note: English 102 and 102E both satisfy the second half of the College's freshman writing requirement. For more detail, see: www.freshman.umb.edu.
3 Lect Hrs, 3 Credits

ENGL 200
Understanding Literature
Poems, plays, and stories have always played a profound role in preserving, transmitting, contesting, and redefining the cultural memories—the great narratives and traditions—of peoples and places. This course introduces students to literary studies through guided practice in the close reading and interpretation of literature in three major modes: poetry, drama, and prose narrative. Students will explore the distinctive power, features, and forms of each mode, considering a variety of works that demonstrate the range of possibilities for literary expression. This is a writing-intensive course; frequent writing exercises will help students cultivate and apply an understanding of literary terminology and concepts.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Ms Bruss, Mr Maisano, Mr Mueller, Ms Penner, Ms Sorum, Mr Stoehr

ENGL 201
Five British Authors
A tragedy, a history, a comedy, a problem: the categories used to describe Shakespeare's plays can similarly be used to describe how many British writers understand the human experience. An alternative to the traditional survey of British literature from the Middle Ages to the present, "Five British Authors" maps major features in the landscape of British literature, including Chaucer, Shakespeare, and three other

Department of English

authors chosen by the individual instructor; students encounter this literature's predominant themes, probe its rewarding complexities, and meditate on its enduring legacies. Through close reading, frequent writing, and in-class discussion, students will explore how British literature engages in historical transformation, humanistic inquiry, and aesthetic development.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits
Mr Brown, Ms Fay, Ms Kamath, Mr Mueller, Ms Nixon, Ms Penner, Mr Tobin

ENGL 202
Six American Authors
Literary texts have played a central role in inventing and critiquing the very idea of America, helping to create its people, places, dreams, and determination. An alternative to the traditional survey of American literature from the Colonial period to the present, "Six American Authors" traces the emergence and development of American literature by studying representative authors such as Phillis Wheatley, Nathaniel Hawthorne, Mark Twain, Zora Neale Hurston, Robert Frost, and Joan Didion. Selection of authors varies with each instructor, but all students will encounter, through close reading, frequent writing, and ongoing discussions, a rich diversity of writing that has contributed to the intellectual heritage and the artistry of the literature of the United States.
Distribution Area: Humanities (HU).
Diversity Area: The United States.
3 Lect Hrs, 3 Credits
Mr Barron, Ms Klimasmith, Ms Nurhussein, Mr O'Connell, Ms Srikanth, Ms Tomlinson, Mr von Morzé

ENGL 210
Introduction to Creative Writing
An introduction to the arts through the medium of writing as well as reading poetry and fiction. Student writing is submitted weekly and discussed in class.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Staff

ENGL 211
Creative Writing: Poetry
An introduction to the writing of poetry for students who may or may not have had prior experience. Students read poetry as a basis for learning to write it, and class discussion focuses both on assigned readings and on student work. Individual conferences with the instructor are also required.
3 Lect Hrs, 3 Credits
Ms Kim, Ms Nurhussein, Mr O'Grady, Ms Peseroff, Mr Schwartz

ENGL 212
Creative Writing: Fiction
An introduction to the writing of fiction for students who may or may not have had prior experience. Students read fiction as a basis for learning to write it, and class discussion focuses both on assigned readings and on student work. Individual conferences with the instructor are also required.
3 Lect Hrs, 3 Credits
Mr Fulton, Mr Melnyczuk

ENGL 216
Writing as Women
A sophomore-level writing course designed to work with writing in the context of women's particular relationship to language, Writing as Women is both theoretical and practical. Students read and discuss feminist analysis of language, read and study a number of women writers who are models of strong individual female voices, work at their own style and particular voice, and practice the skills of research, organization, and editing at a level usual to an intermediate writing course.
3 Lect Hrs, 3 Credits
Ms Annas

ENGL 221L (ASAMST 221L)
Introduction to Asian American Writing
A study of prose works by American writers of East Asian, Southeast Asian, and South Asian descent. In discussing texts and current issues in the field of Asian American literary studies, students consider the ways in which discourse determines identity and the responsibilities of writers—to themselves as artists and to their communities, whether defined by race or gender.
Distribution Area: Humanities (HU).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Kim, Ms Srikanth

ENGL 235
African-American Literature
A survey of works by African-Americans with attention to the interaction of musical, oral and literary forms in Black expression, slave songs, blues lyrics, sermons, and works by Hughes, Wright, Baraka, and others.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Nurhussein, Mr Stoehr, Ms Tomlinson

ENGL 240
Introduction to the English Language
An introduction to the English language and to the changing attitudes of the language users, which underlie grammars, dictionaries, linguistic theories, speech, and writing. Major units of the course cover attitudes towards our language, traditional and contemporary approaches to the structure of English, language acquisition, and language variation.
3 Lect Hrs, 3 Credits
Mr Bruss

ENGL 250
The Monstrous Imagination in Literature
Literature not only creates monsters, but seems to enjoy the imaginative leap needed to make "real" the obviously unreal monster. Why does literature uses its imaginative power—its ability to move beyond reality—to envision figures that are nonhuman, abnormal, or uncivilized and are disturbing, disruptive, or horrific in form? By asking you to question why the imagination creates monsters, this class asks you to question the nature of the imagination itself. We will expand our own imaginations by reading international literature produced by a wide variety of countries and cultures and in a wide variety of genres (novels, drama, poetry, graphic novels, folktales).
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Nixon

ENGL 258
Introduction to World Cinema
This course offers an introduction to the study of world cinema as a form of artistic and cultural expression. Together we will develop a greater understanding of and appreciation for international film, learning to analyze this important global art form. This course will emphasize several ways of approaching world cinema: its creation within a cultural context, its representation of diverse peoples, its depiction of historical events, its use of clearly defined cinematic techniques, its narrative or storytelling structure, its place in the trajectory of film history, and its reflection on larger themes of the human condition. Film's contribution to contemporary world culture will be emphasized.
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits
Staff

ENGL 284
Language, Literacy and Community
This course is designed to be taken in conjunction with ENGL 285. It provides theoretical and practical foundations for teaching second language adult literacy. Course work considers participants' own language/literacy acquisition processes

Department of English

and practice as tutors. The course focuses on learner-centered approaches to teaching adult ESL/literacy.
Prerequisites: ENGL 101, 102, and permission of instructor.
3 Lect Hrs, 3 Credits
Ms Auerbach, Ms Zamel, and Staff

ENGL 285
Tutor Training: ESL
This course emphasizes the theoretical and practical issues in the teaching of ESL, thus providing tutors with a framework with which to view their own teaching and observation experiences. Readings and discussions address materials development, instructional techniques, and textbook evaluation. Open only to UMass Boston ESL tutors.
3 Lect Hrs, 3 Credits
Ms Auerbach, Ms Zamel, and Staff

ENGL 293
Literature and Human Rights
This course focuses on literary representations of the desire for human rights. The course examines the ways in which literature's genres (poetry, fiction, drama, memoir, and essay) and techniques (narrative, description, point of view, voice, and image) are used to record abuses of human rights and to compel readers to understand the capacity to surmount these conditions. The right to pursue a life of safety, dignity, and meaning is explored in literature and film from countries such as Africa, India, and the United States.
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Srikanth

Advanced Courses

Each semester the English Department offers more than twenty advanced courses in language, criticism, writing, and literature. All courses listed are offered at least once every five semesters, and many courses are offered annually. Detailed descriptions of each course offered in a given semester are published in the department's course guide booklet and on the English Department website.

Writing Courses

ENGL 300
Intermediate Creative Writing Workshop
A creative writing workshop for students who have some experience in the writing of poetry, fiction, or drama. Class discussion focuses on student work, and individual conferences with the instructor are required.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Fulton, Mr Melnyczuk, Mr Schwartz

ENGL 301
Advanced Poetry Workshop
An advanced poetry workshop in which students practice and improve the poetic skills they have already begun to develop. Class discussion focuses on student work, and individual conferences with the instructor are required.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Ms Kim, Ms Peseroff, Mr Schwartz

ENGL 302
Advanced Fiction Workshop
An advanced fiction workshop in which students practice and improve the writing skills they have already begun to develop. Class discussion focuses on student work, and individual conferences with the instructor are required.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Fulton, Mr Melnyczuk

ENGL 306
Advanced Nonfiction Writing
For serious writers in various nonfictional modes, such as description, narration, expository or informative writing, and written argument. While there is some emphasis on the philosophy of composition, everything read and discussed has a practical as well as a theoretical function. Sections of this course taught by different instructors vary in emphasis from the composing process to techniques of the new journalism, to technical writing, writing for prelaw students, techniques of research for the long paper and report. But all are conducted in small classes or workshops, all are concerned with informative or argumentative writing for advanced students.
3 Lect Hrs, 3 Credits
Mr Barron, Mr Bruss, Ms Goleman, Mr Sutherland

ENGL 307
Writing for the Print Media
An advanced course where strong writers can gain proficiency in major types of writing for the public, including journalism (news and feature articles), promotional writing (press releases, flyers), and business and informational prose (brochures, reports, manuals and instructions). Assignments connect to real campus, job, and community events and situations, with the expectation that some writing will be publishable. In conjunction with ENGL 308, this course provides a strong preparation for editors and writers in all settings.
3 Lect Hrs, 3 Credits
Mr Barron, Mr Bruss

ENGL 308
Professional Editing
An intensive workshop in developing effective prose style for various kinds of writing, including reports, essays, and theses. Instruction covers advanced grammar, usage, editing, and proofreading, with special attention to problems of expression and style arising from complex ideas and argumentative logic. In conjunction with ENGL 307, this course provides a strong preparation for editors and writers in all settings.
3 Lect Hrs, 3 Credits
Mr Barron, Mr Bruss

Genres, Forms, and Modes

ENGL 318
Medieval Ballad and Lyric (*)
A study of popular poetry and song in the Middle Ages, beginning with translations of Latin lyrics and student songs, moving through a consideration of Middle English lyrics, and culminating with a study of the traditional ballad.
3 Lect Hrs, 3 Credits
Ms Kamath

ENGL 319
English Epic Poetry (*)
The history and theory of English epic and mock-epic poetry, with attention to the status of epic in modern times. Consideration of efforts to emulate Homer and Virgil, as well as issues of artistry and interpretation in English translations of ancient epics. Close reading of epics by three or four poets, such as the *Beowulf*-poet, Spenser, Milton, Pope, and Wordsworth.
3 Lect Hrs, 3 Credits
Distribution Area: Humanities (HU).
Mr Maisano

ENGL 320
Memoir and Autobiography (TN)**
A study of various kinds of American autobiography—such as spiritual autobiography and freedom narratives—from colonial to modern times, with attention to European forerunners from Augustine to Rousseau. Texts vary by semester, selected from such authors as Edwards, Franklin, Thoreau, Douglass, Jacobs, Moody, Washington, and Henry Adams, and more recent works by Hellman, Wright, Malcolm X, and Kingston.
3 Lect Hrs, 3 Credits
Mr Stoehr, Ms Tomlinson

Department of English

ENGL 321
Biography (TN)
A study of how biographies tell a life story, with attention to the problems of fidelity to the truth and appeal to the imagination. Selected texts share common themes which are approached differently, sometimes in several works about a single historical figure. Consideration is given to uses of differing source materials and to differing forms, including prose, drama, documentary, and fictionalized film.
3 Lect Hrs, 3 Credits
Mr Stoehr, Mr Tobin

ENGL 322
Rise of the Novel (**)
The emergence of the most popular and influential literary form of the past two centuries. The nature of the novel, its formal characteristics and social concerns, is traced in seven or eight major works by early artists in the novel, such as Defoe, Richardson, Fielding, Austen, and Scott.
3 Lect Hrs, 3 Credits
Ms Nixon

ENGL 324
Short Story
A study of the short story, chiefly as a genre of this century. The course traces its development from nineteenth century origins, concentrating its reading on such American and Irish writers as Welty, O'Connor, Cheever, Lavin, Joyce, Hemingway, Montague, and considering as well the statements made by short story writers on the poetics of short fiction.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Mr Fulton

ENGL 325
Narrative in Novel and Film (TN)
Emphasizing formal and stylistic renditions of twentieth- and twenty-first-century narrative art, this course focuses on experimental aspects of fiction and film. The storytelling structures of fiction and film are compared through close attention to written texts, visual and graphic media, and critical readings. Materials include fiction by authors such as Woolf, Faulkner, and Coetzee, and films by directors such as Eisenstein, DeSica, and Resnais.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Staff

ENGL 326
Stage and Page:
Drama before 1642 (*)
A study of English drama before and during Shakespeare's career emphasizing the development of comedy and tragedy as form and idea, this course provides a setting for the study of Shakespeare. Readings include selected episodes from the mystery cycles, a morality play, and works by such playwrights as Marlowe, Kyd, Tourneur, Webster, Greene, Dekker, Jonson, Beaumont, as well as a comedy and a tragedy of Shakespeare.
3 Lect Hrs, 3 Credits
Mr Maisano, Mr Tobin

ENGL 327
Stage and Page: Drama, 1660–1900 (**)
A study of drama in English since the reopening of the theaters at the Restoration of 1660. The development of comedy of manners from Wycherly and Congreve through Sheridan to Wilde and Shaw, and of tragedy from the early eighteenth century through the romantic era, through Ibsen and his followers, to the early twentieth century.
3 Lect Hrs, 3 Credits
Ms Nixon

ENGL 328
Stage and Page:
Drama, 1900–Today (TN)
A study of 20th-century American and British drama, including works in translation by influential playwrights abroad. Attention to themes, forms, styles, staging, and performance. Works by such authors as Ibsen, O'Neill, Williams, Miller, Brecht, Beckett, Genet, Hansberry, August Wilson, Kushner, and Hwang.
3 Lect Hrs, 3 Credits
Ms Lewis

ENGL 331
Satire (*TN)
Readings from the classical period of satire. Aristophanes, Horace, and others raise issues about the nature, functions, and techniques of satire, its relations to intellectual attitudes, social criticism, and literary forms. Variations on the classical patterns and the role of satire in contemporary culture are seen in a range of later satiric works.
3 Lect Hrs, 3 Credits
Ms Nixon

ENGL 332
Comedy (TN)**
Comic literature from different cultures and periods, ancient through modern, illustrates the recurrence of different comic modes: satire, irony, romantic comedy, comedy of manners, and comedy of the absurd. Essays about theories of comedy aid students in evaluating the literature and forming their own ideas about the nature of comedy.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Ms Nixon, Mr Tobin

ENGL 333
Tragedy (*TN)
The course explores both the changing and the enduring aspects of tragedy by examining tragedic works of different ages, from ancient Greece to modern times. Readings may include such works as *Oedipus, Thyestes, Dr. Faustus, Macbeth, The White Devil, King Lear, Samson Agonistes, Desire Under the Elms,* and *Death of a Salesman,* examined in the light of essays about the vision of tragedy, the nature of tragic action, the tragic hero, the tragic times, for example. Students are encouraged to evaluate theories against one another and against their own experience of the literature, in order to formulate their own ideas about the nature of tragedy.
3 Lect Hrs, 3 Credits
Mr Tobin

ENGL 334
Science Fiction (TN)
A historical survey of a distinctive modern mode of fiction, including major works by such 19th- and 20th-century figures as Mary Shelley, HG Wells, Yevgeny Zamyatin, Olaf Stapledon, Alfred Bester, Ursula LeGuin, Octavia Butler, Joan Slonczewski, and Kim Stanley Robinson. The focus is primarily literary, though there may be a brief unit comparing literary and cinematic science fiction. Among the topics for consideration: science and scientists in fiction; history and the future; aliens and alienation; diversity in gender, race, culture, species; the physical environment of Earth and of other worlds.
3 Lect Hrs, 3 Credits
Ms Annas, Mr Maisano

ENGL 335
Children's Literature
The study of literature for children, including criticism and the history of the development of literary materials written specifically for children. The works studied—by such authors as Lewis, Grahame, Wilder, and

Department of English

Milne—are explored in the context of the historical and cultural settings in which they were produced, and the texts are analyzed both as works of art and as instruments of cultural and didactic impact.
3 Lect Hrs, 3 Credits
Staff

ENGL 337
Short Novel (TN)
Readings in 20th-century short novels by authors such as Tolstoy, Joyce, Conrad, James, Wharton, Hemingway, Steinbeck, Roth, Wright, Hurston, Achebe, C Johnson, and Oates. Exploration of how the language of analysis and interpretation affects the ways we relate to texts. Attention to differences among genres: short story, the novella or short novel, and novel.
3 Lect Hrs, 3 Credits
Mr Fulton, Mr Nelson

Literature and Culture in Context

ENGL 340
Literature and Visual Media
A comparison of two kinds of imaginative experience, with particular emphasis on the effects of formula and format, the standardization which results from technological methods of production and distribution to mass audiences. How are our lives different because of the pervasiveness of these new cultural habits?
3 Lect Hrs, 3 Credits
Staff

ENGL 341L (WOST 341L)
Women's Image in Film
An in-depth study of women's portrayal in narrative cinema, the course explores ways film as an art form reflects and affects the social, political and cultural construction of Woman. It examines both traditional images of women and the portrayal of women struggling to reassess and redefine their roles and their sense of self. Drawing on current scholarship in film theory, and especially in feminist film theory, the course emphasizes the relation between cinematic technique and narrative content. Please note: Although not required, completion of one course in film before enrolling in this course is recommended.
Prerequisites: One women's studies course at the 100 or 200 level, and ENGL 102 or equivalent.
3 Lect Hrs, 3 Credits
Staff

ENGL 342L (WOST 342L)
Women Film Directors
This course spans eight decades of women's work as film directors. While it largely unfolds chronologically, starting with the silent era and concluding with contemporary films, within this framework it is organized so as to focus on narrative, documentary, and avant-garde films as separate categories. It pays special attention to the ways cinematic form and thematic content come together, at specific historic moments, in women's cinematic rendition of their experience.
There are no prerequisites, but ART 265 or WOST 320 is recommended.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Staff

ENGL 343
Literature and the Environment
A study of how late-nineteenth-century and twentieth-century, predominantly American, literature has dealt with the physical environment, concentrating on examples of narrative and nonfictional prose as well as poetry. Special attention will be devoted to such topics as the relation between environmental experience and literary representation of the environment; the impact of cultural and ideological forces on such representation; the interrelation of the history of the physical environment and the history of literature and the arts; and the changing definitions of "nature" and "wilderness" as well as the values attached to these ideas. Authors studied include Henry David Thoreau, Annie Dillard, Barry Lopez, Leslie Marmon Silko, Edward Abbey, John McPhee, Terry Tempest Williams.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits
Mr Barron

ENGL 345
Literature of the American South
A study of the literary renaissance of the American South from 1920 to the present in works by such authors as Faulkner, Hurston, Wright, Warren, Ransom, Tate, Welty, Porter, Styron, O'Connor, Kenan, A. Walker, M. Walker, and S. Brown.
Ms Srikanth
3 Lect Hrs, 3 Credits

ENGL 348
Native American Literature
This course examines some of the ways in which Native American writers express their cultural traditions through literature, with an emphasis on how histories of struggle and survival are reflected in both content and style. Readings include contemporary fiction, poetry, and nonfiction, as well as traditional stories and songs. Special attention is given to how these texts help us to better understand and explain the relationships between human beings and the natural world in Native American cultures, including concepts of power, systems of tribal thought and ethics, and culturally based ways of knowing. Background for guided discussion and study is provided through readings, slides, and films.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Barron

ENGL 350L (ASAMST 350L)
Asian American Literary Voices (TN)
An advanced study of poetry, fiction, drama, and autobiography by Asian American writers to explore the complex interplay between constructions of ethnic identity and literary expression. Students engage with the highly diverse face of contemporary Asian America, probing its literature for emerging themes like diaspora, transnationalism, and sexuality and analyzing their impact on the U.S. literary landscape.
3 Lect Hrs, 3 Credits
Ms Kim, Ms Srikanth

ENGL 351
Early African-American Literature (**)
A study of the roles early African-American literature (1773–1903) played in shaping American literary and cultural history. Through an examination of such writers as Wheatley, Equiano, Douglass, Jacobs, and Chestnutt, this course introduces students to foundational themes of African-American literature, from the black Atlantic and the trope of the "talking book" through the "tragic mulatto" and double consciousness.
Distribution Area: Humanities (HU).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Tomlinson, Mr Von Morzé

ENGL 352L (AMST/AFRSTY 352L)
Harlem Renaissance
This course focuses on major texts of the Harlem Renaissance within contexts of modernism, history, and the development of an African American literary tradition. The course will examine how literature creates and represents real and "imagined" communities and will explore the diverse and often contradictory roles that literature plays in shaping, resisting, and reinforcing cultural discourses.
3 Lect Hrs, 3 Credits
Ms Tomlinson

Department of English

ENG 353
Multiethnic American Literature
A study of poetry, fiction, and drama by Native American, African American, Asian American, Latino/a, and Jewish American writers from a comparative perspective, exploring similarities and differences among the writers in their aesthetics—how they use language to express themselves—and politics—how themes like immigration, resistance, empowerment, activism, heritage, gender relations, sexuality, and family manifest themselves in the works.
Diversity Area: United States.
Ms Srikanth, Mr von Morzé

ENGL 354
The Black Presence in American Literature
A study of 19th- and 20th-century literary texts by black and white writers who write with a significant consciousness of black people in American society, and of how blacks and "blackness" are used to illuminate whites and to conceptualize "whiteness" and its ideology. Authors may include Melville, Twain, Chopin, Mitchell, Faulkner, Ellison, Wright, Baldwin, Brooks, and Morrison.
Diversity Area: United States.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Ms Nurhussein, Mr Stoehr, Ms Tomlinson

ENGL 355
African-American Poetry
A critical and historical survey of black poetry from its oral beginnings to the present, with emphasis on the Harlem Renaissance, or New Negro Movement, and the Black Arts Movement. Works by such major poets as Dunbar, Hughes, Brooks, Walker, Hayden, Baraka, Sanchez, Giovanni, Dove, S Brown, Harper, and Komunyakaa.
3 Lect Hrs, 3 Credits
Ms Nurhussein

ENGL 356
The African-American Novel
A study of how the African-American novel developed within black American literature as a treatment of emerging black American consciousness, beginning with Douglass's short novel, *The Heroic Slave* (1845). Works chosen from such authors as Wilson, Brown, Chesnutt, JW Johnson, Hurston, Larsen, Wright, Petry, Ellison, Brooks, Marshall, Morrison, Walker, Naylor, Reed, Wideman, Kenan, C Johnson, Butler, and Randall.
Distribution Area: The Arts (AR).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Nurhussein, Ms Tomlinson

ENGL 357
African-American Women Writers
The course considers content, form and modes of expression in prose, poetry and criticism by black women writers from the eighteenth century to the present. Readings include slave narratives, colonial and abolitionist writings, works from the Harlem Renaissance and by contemporary writers such as Bambara, Sanchez, Walker, and Brooks.
3 Lect Hrs, 3 Credits
Ms Nurhussein, Ms Tomlinson

ENGL 358
Caribbean Literature (TN)
A study of Caribbean fiction, poetry, drama, and essays as a reflection of historical events, political forces, artistic trends, and cultural realities from the eighteenth century to the present. Consideration of travel writing, film, and music, including reggae. Authors may include McKay, Garvey, CLR James, Brathwaite, Walcott, Rhys, Naipaul, Cliff, Kincaid, Conde, Cesaire, Zobel, and Marley.
3 Lect Hrs, 3 Credits
Ms Lewis

ENGL 360
Arthurian Literature (*TN)
A study of the evolution of the Arthurian materials (from the twelfth century to the present); their origins in history, legend and myth, their emergence in the major twelfth century romance cycles, and their adaptations by later ages; the examination of recurring characters and motifs to discover how the Arthurian legend has been adapted to reflect the different aesthetic and social values of different historical periods.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Ms Kamath

ENGL 361
Modern and Contemporary Women Poets
A study of the concerns, perspectives, and poetics of 20th-century women poets such as Brooks, Bishop, Levertov, Plath, Rich, Harjo, Oliver, and Grahn.
3 Lect Hrs, 3 Credits
Ms Annas, Ms Nurhussein

ENGL 362
Modern British Poetry
British poetry from 1914 to present; poets of the First World War—Sassoon, Jones, Owen, Rosenberg, Flint, Read; poets of the thirties—Auden, Spender, MacNeice; poets writing from 1945 to the present MacDiarmid, Larkin, Ted Hughes, Jon Silkin, Geoffrey Hill, Michael Hamburger, and others.
3 Lect Hrs, 3 Credits
Mr Brown, Ms Sorum

ENGL 363
Modern American Poetry
American poetry from the beginning of the century to the end of World War II, focusing on the major works of Frost, Pound, Eliot, Williams, Stevens. Primary attention to the poems as formal works of art; secondary attention to historical, philosophical, and aesthetic contexts (e.g.: World War I, Einstein's relativity and existentialism, Kandinsky and abstract art). Close analysis of particular poems as successful works in their own right and as exemplars of a particular writer's thematic and stylistic concerns.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Ms Nurhussein, Ms Peseroff

ENGL 364
Post-1945 American Poetry
A comprehensive overview of living American poets, plus intensive readings in selected writers such as Ashbery, Levertov, Ginsberg, Lowell, Wilbur, Ammons, Baraka, Plath, Merwin, Duncan, and Rich. Discussions of individual poets on their own merits and as exemplars of current poetic schools.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Ms Nurhussein, Ms Peseroff

ENGL 365
The British Novel and the Nineteenth Century (**)
A study of social, technological, and cultural changes in nineteenth-century Britain as reflected in the large-scale novel of social life that reached its peak of popularity as a literary form in several modes including historical fiction, romance, and realism. Novels by such authors as Scott, Austen, the Brontës, Thackeray, Dickens, Eliot, Gaskell, Hardy, Meredith, and Conrad.
3 Lect Hrs, 3 Credits
Ms Nixon, Ms Penner

ENGL 366
Women and Men in Nineteenth Century Literature (TN)**
A study of men and women and their relationships in nineteenth century literature, mainly British and American, with special emphasis on the issues of masculine and feminine sexual identity and sexual stereo-

Department of English

types, and the social position of men and women as these are treated in popular culture and in serious literary works.
3 Lect Hrs, 3 Credits
Ms Fay, Ms Goleman, Ms Penner

ENGL 367
Modern British Fiction
A survey of the novel in Britain from the end of the Victorian years (with Hardy and Conrad) through the first half of the twentieth century, emphasizing Lawrence, Woolf, and Forster, and including as far as time permits later novelists such as Cary, Waugh, Greene, Murdoch, and Lessing.
3 Lect Hrs, 3 Credits
Mr Brown, Ms Sorum

ENGL 368
Modern American Fiction
A study of significant works of American fiction written in the first half of the 20th century. Major American modernists—such authors as James, Wharton, S Crane, Cather, Hughes, Fitzgerald, Hemingway, Hurston, and Faulkner—helped to define the "American century" and to demonstrate the sustained achievement of modern American fiction.
3 Lect Hrs, 3 Credits
Ms Klimasmith, Mr O'Connell, Ms Srikanth, Ms Tomlinson

ENGL 369
Post-1945 American Fiction
A study of significant works of American fiction written since 1950. These works, in form and substance, reflect America's debate between those who see "good in the old ways" and those who try to "make it new." Emphasis upon the variety of fictional voices and identities in works by authors such as Banks, Carver, Ellison, Morrison, and Updike.
3 Lect Hrs, 3 Credits
Mr Fulton, Mr Melnyczuk

ENGL 370
Gay and Lesbian Literature (TN)
The study of selected works of Western gay and lesbian literature, and discussion of themes and issues these works suggest. Varying by semester, text will range from a selective historical overview to a 20th-century emphasis. Representative authors include Sappho, Plato, Shakespeare, Whitman, and Wilde, as well as the 20th century's Forster, Woolf, Barnes, Genet, Baldwin, Lorde, and contemporary writers.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Staff

ENGL 371
The Adolescent in Literature
An examination of works featuring adolescents as protagonists, with attention to why American literature in particular has celebrated the adolescent (and pre-adolescent) experience. Consideration of assumptions held about adolescence, about authorial intention, about literary analysis, and about education. Authors may include Twain, Salinger, Updike, Eugenides, Angelou, Baldwin, Bambara, Morrison, and Allison.
3 Lect Hrs, 3 Credits
Mr Fulton, Mr Nelson

ENGL 372L (AMST 372L)
American Women Writers and American Culture
This course examines the significant contribution that women writers have made to the creation and development of an American national literature and culture. Points of emphasis include studying representative writers from different historical periods; examining the structures, forms, themes, concerns, and cultural contexts of individual works; and examining the relation of women's writing to American culture.
3 Lect Hrs, 3 Credits
Diversity Area: United States.
Ms Klimasmith

ENGL 373
Working-Class Literature
This course studies literature which takes the working class as its subject. It examines questions such as the following: how is the literary work affected by the relationship of the author to the working class? What have been the traditional literary forms for treating working class subjects and what is their effectiveness? What are the consequences of politics or ideology in literary works?
Distribution Area: The Arts (AR).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Annas

ENGL 376
Literature and the Political Imagination (TN)
The course studies ways authors use imaginative literature to respond to political situations and to voice moral and political beliefs. It probes such themes as war and conquest, wealth, race, sex, but its main emphasis is on language and organization and this emphasis requires close analysis of style and structure. Authors may include Dickens, Forster, and Conrad, Dos Passos, Hansberry, Baraka, and Malraux, Brecht, and Silone.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Stoehr

ENGL 377L (AMST 377L)
Irish-American Literature and Culture
Studies in Irish-American culture during that century between the great famine and the Kennedy Presidency. Emphasis upon the connections between ethnic and literary cultures. Special concern for Irish-American fiction: Farrell, O'Hara, O'Connor. Further readings in ethnic history: Handlin and Shannon; biography and autobiography: Riordan, Dunne, McCarthy; drama: O'Neill.
3 Lect Hrs, 3 Credits
Mr O'Connell

ENGL 379
Selected Topics in English and American Literature I
Various courses in literature and related fields are offered experimentally, once or twice, under this heading. Topics are announced each semester during pre-registration. Recent topics have included Literary Magazines and Small Presses, Boston and New York, and Literature and the Great War.
3 Lect Hrs, 3 Credits

ENGL 380
Selected Topics in English and American Literature II
See ENGL 379.

Authors

ENGL 381
Geoffrey Chaucer (*)
A study of the *Canterbury Tales* and, time permitting, some of Chaucer's other works in the original Middle English. No prior knowledge of Chaucer, the period (the later fourteenth century), or Middle English is required. Taped readings aid in learning the language. Discussion emphasizes how the works reflect the medieval period and how Chaucer draws readers of all periods into intellectual and moral pilgrimages of their own.
3 Lect Hrs, 3 Credits
Ms Kamath

ENGL 382
William Shakespeare's Early Works (*)
Shakespeare's comedies, history plays, and early tragedies largely from the first half of Shakespeare's career. The course emphasizes critical interpretations of individual plays but it attempts as well to review

Department of English

Shakespeare's dramatic art in general, theater history and conventions, theory of comedy and theory of tragedy, the language of verse drama, and the development of the history play.
3 Lect Hrs, 3 Credits
Mr Maisano, Mr Tobin

ENGL 383
William Shakespeare's Later Works (*)
Shakespeare's problem plays, major tragedies and late romances. The course emphasizes critical interpretations of individual plays, and it assumes that students will have had some experience of Shakespearean plays, such as those in ENGL 382. But this course may be elected without such experience.
3 Lect Hrs, 3 Credits
Mr Maisano, Mr Tobin

ENGL 385
John Milton (*)
Reading and discussion of John Milton's English poetry and some of his prose: early lyrics; the tragedy *Samson Agonistes*; the epics *Paradise Lost* and *Paradise Regained*. Attention to modern debates about structure and style and to the relation between Milton's politics and his poetry.
3 Lect Hrs, 3 Credits
Mr Tobin

ENGL 386
Virginia Woolf
A study of Virginia Woolf's novels, essays, and memoirs, with special attention given to such topics as the development of her thought on identity, character, and literary form; her role as an early feminist; and her life as a writer. In exploring Woolf's writings, the course will introduce students to the social, political, and literary worlds of early-twentieth-century London.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits
Ms Sorum

ENGL 387
Charles Dickens (**)
A study of Charles Dickens' novels and the wonderful fictive world he created; his life and times; the tradition he shared in and changed. Emphasis on five novels, such as *The Old Curiosity Shop, Oliver Twist, Martin Chuzzlewit, Dombey and Son*, and *Our Mutual Friend*.
3 Lect Hrs, 3 Credits
Ms Penner

ENGL 388
Mark Twain (**)
A study of the major works of Mark Twain—fictional and nonfictional—within the contexts of his life, the literary and folk traditions of his art, the political, social and cultural ferment of his times.
3 Lect Hrs, 3 Credits
Staff

ENGL 390
Henry James
A study of James' major writings, with special attention given to his aesthetic and cultural development.
3 Lect Hrs, 3 Credits
Ms Goleman, Mr O'Connell

ENGL 391
James Joyce
A study of the cyclical nature of the works of James Joyce: *Dubliners, Portrait of the Artist as a Young Man, Ulysses*, and parts of *Finnegan's Wake*. Emphasis, however, is on the close critical reading of *Ulysses*.
3 Lect Hrs, 3 Credits
Mr O'Grady

ENGL 392
W.B. Yeats
Yeats' development as a poet, from his early pre-Raphaelite poetry through his late-modern poems, within the framework of Irish history and literature.
3 Lect Hrs, 3 Credits
Mr Brown, Mr O'Grady

ENGL 393
William Faulkner
An intensive reading of seven of the novels set in Faulkner's mythical Yoknapatawpha County, considering each work as a novel in its own right but also as a part of what Malcolm Cowley has called "the whole interconnected pattern" of Faulkner's Yoknapatawpha fiction.
3 Lect Hrs, 3 Credits
Ms Srikanth

ENGL 394
Comparative Readings in Two Authors
Comparative study of the writing of major English and American authors whose works have social and thematic affinities or present interesting problems of contrast. Pairings—such as Fitzgerald and Hemingway, Austen and Eliot, HG Wells and JRR Tolkien, Nadine Gordimer and Salman Rushdie—vary from year to year.
3 Lect Hrs, 3 Credits
Ms Penner, Ms Srikanth

ENGL 396
Jane Austen (**)
This course examines Jane Austen's major works with regard to content and context. In trying to understand the enduring popularity of Austen's major novels, we will discuss questions of adaptation and nostalgia, style and social class. In reading Austen's major novels, students will be encouraged to understand philosophical issues (most notably aesthetics and the theory of the mind) and historical aspects of Regency period culture (the marriage market, inheritance practices, Britain's view of France, the slave trade, and novel reading). Attention will also be paid to other important female writers of her time in the attempt to understand Austen's posthumous elevation to literary stardom.
3 Lect Hrs, 3 Credits
Ms Fay, Ms Nixon, Ms Penner

Literary Periods

ENGL 401
The Medieval Period (*)
Lyrics, romances, mystery plays, allegories of English literature in the period before the sixteenth century. Old and Middle English writers, including Chaucer, Langland, and the Pearl Poet; stories of King Arthur and his knights.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits
Ms Kamath

ENGL 402
The Renaissance in England (*)
Major work of the English Renaissance (early sixteenth through early seventeenth centuries), in poetry and prose. Authors such as Thomas More, Christopher Marlowe, Edmund Spenser, Shakespeare, Ben Jonson, John Donne, and Milton. Reading in Renaissance criticism.
3 Lect Hrs, 3 Credits
Mr Maisano, Mr Tobin

ENGL 403
The 18th Century:
Satire to Sensibility (**)
The art and ideas, in poetry and prose, of such writers as John Dryden, Jonathan Swift, Alexander Pope, the early novelists Defoe and Fielding, Samuel Johnson, and Edmund Burke. A study of the chief social and philosophical currents of the period 1660 (the Restoration) to the later eighteenth century.
3 Lect Hrs, 3 Credits
Ms Nixon

ENGL 405
British Romanticism (**)
A study of literature as a reflection of social and cultural change occurring in the revolutionary age (1780s to 1830s). Attention to how notions of "nature," "genius," and the "imagination" created political changes

Department of English

and altered conceptions of how history was understood. Works by authors such as Wordsworth, Coleridge, Blake, Godwin, Hays, Wollstonecraft, Scott, Byron, Austen, PB Shelley, M Shelley, and Keats.
3 Lect Hrs, 3 Credits
Ms Fay

ENGL 406
The Victorian Age (**)
A study of social, technological, spiritual, and cultural changes in Victorian England (1830s to 1880s) as reflected in tensions—between community and individualism, tradition and progress, belief and doubt, utility and feeling—in works by such writers as Carlyle, Mill, Browning, Barrett Browning, Macaulay, Dickens, Tennyson, Arnold, Ruskin, and Pater. Consideration is given to music and visual arts.
3 Lect Hrs, 3 Credits
Ms Penner

ENGL 407
Colonial American Literature (**)
Study of the important literary texts of the seventeenth and eighteenth centuries crucial for an understanding of later American culture and literature. Works in poetry and prose, fiction and non-fiction by authors such as Bradstreet, Taylor, Edwards, Franklin, Wheatley, Equaiano Oloudah, Crevecoeur, Jefferson, Freneau, and Charles Brockden Brown.
3 Lect Hrs, 3 Credits
Mr von Morzé

ENGL 408
American Romanticism (**)
A study of literature as a reflection of social and cultural changes occurring from the 1830s through the 1860s. Attention to both the most famous traditional "romantics" (Poe, Emerson, Thoreau, Hawthorne, Melville, and Whitman) and to the important "minority" writers whose works, published in the same period, helped to change the tradition (Fuller, Douglass, Truth, Stowe, Jacobs, and others).
3 Lect Hrs, 3 Credits
Mr Stoehr, Mr von Morzé

ENGL 409
American Realism (**)
A study of the tradition of realism in American writing, from the age of Whitman to 1925. Primary focus on the post-Civil War period, the Gilded Age, when realistic and naturalistic works replaced the romance as the dominant American mode of literary expression. Whitman, Twain, James, Howells, Crane, Chesnutt, Dreiser, Jewett, Wharton, and others sought to reflect a transformed America, as fact and symbol, in their works. These and other writers helped to confirm and create a new American reality.
3 Lect Hrs, 3 Credits
Ms Klimasmith, Mr O'Connell

ENGL 410
The Modern Period (TN)
A study of the phenomenon of "modernism" in, roughly, the first half of the twentieth century in Britain and America. Reading and discussion of such writers as Yeats, Joyce, Lawrence, Woolf, Eliot, Hemingway, Pound, and Faulkner.
3 Lect Hrs, 3 Credits
Ms Annas, Mr Brown, Ms Klimasmith, Ms Sorum

ENGL 411
Postcolonial Literary Studies (TN)
Focusing on Anglophone literature, world literature, and postcolonial theory, this course introduces students to the diversity of literary, philosophic, and political topics addressed by postcolonialism. Drawing on a wide range of texts, we pursue the following avenues of inquiry: What do we mean by the term "Empire"? How has the reach of the Empire been historically constructed, critiqued in fiction, and/or sustained through narrative? What forms of identity are available to individuals who have been displaced, either through personal choice, deliberate policy, or random circumstances? And, finally, how "post" is postcolonialism? To answer these questions, the course explores the different experiences and literary representations of colonization, decolonization, and postcolonial culture and politics during the twentieth century in South Africa, Nigeria, Jamaica, India, Australia, and Northern Ireland.
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Brown

Regional, Irish, and World Literature

ENGL 415
Irish Literature
A close study of Yeats, Synge, O'Casey, Joyce and other writers of the modern Irish renaissance. The backgrounds of Irish history and literature relative to the above writers are also studied.
3 Lect Hrs, 3 Credits
Mr Brown, Mr O'Grady

ENGL 416
Early Irish Literature (*)
The matter of this course is the mythological and heroic narrative literature of medieval Ireland and Wales; particular attention is given to the cultural context out of which it comes and within which it must be interpreted. Although this literature was written, or written down, by men whose religion and much of whose culture derived from Rome, most of it was not essentially either Latin or Christian in spirit. It was shaped and driven by the continuing force of the Celtic tradition—pagan, archaic, and stubbornly vital. Works include the Irish epic *Tain Bo Cuailnge* and the *Mabinogian* (Welsh).
3 Lect Hrs, 3 Credits
Mr O'Grady

ENGL 417
The Irish Short Story
After an introductory consideration of the oral tradition of Irish storytelling, this course traces the thematic concerns and technical developments of the Irish short story from 1830 to the present. It focuses especially on the most noted twentieth century practitioners of the short story in Ireland—O'Connor, O'Faolain, and O'Flaherty—but also gives close consideration to their precursors, their contemporaries, and their followers.
3 Lect Hrs, 3 Credits
Mr O'Grady

ENGL 418
The Modern Irish Novel
This course explores the interests and concerns of the modern Irish novel. Focusing on a variety of representative authors and texts, the course traces the thematic and technical developments of the Irish novel over the decades of the twentieth century. Novels are read with reference to their political, social, and cultural contexts.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits
Mr O'Grady

ENGL 419
Recent Irish Writing
A study of Irish literature after the age of Yeats and Joyce, the course examines invention, adaptation, and development, in the major genres, of Irish writing during decades of economic depression, cultural isolation, war, and renewed sectional and international tensions. Emphasis is given to the re-emergence of Irish writings, particularly in the achievements of the Ulster poets, in our own day. "If you would know Ireland," advised Yeats, "body and soul—you must read its poems and stories."
3 Lect Hrs, 3 Credits
Mr O'Connell

Department of English

ENGL 422
Literature and Society, 1760-1850 (**)
A study of how popular culture reflected broad social and cultural changes in Britain. Emphasis given to expanding empire, technological advances, and increasing urbanization, which created a rapidly modernizing culture with changing class structures and literary audiences. Attention to how authors from Burns to the Brontës engaged and theorized the resulting pressures.
3 Lect Hrs, 3 Credits
Ms Fay, Ms Nixon, Ms Penner

ENGL 430
The Literature of the Atlantic (TN)**
A study of the writings produced in and about the Atlantic world during the successive eras of exploration, colonization, commercialization, revolution, and nation-formation. This course begins by comparing English imaginings of the mysterious lands to the west with the realities of conquest in the New World. It continues by considering such prominent parts of eighteenth-century Atlantic life as international commerce, the slave trade, and the African diaspora, as well as charting connections between the development of English and American senses of "nation."
Distribution Area: Humanities (HU).
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr von Morzé

ENGL 431
Transatlantic Romanticism (TN)**
This course covers literature and literary culture from the 1780s to the 1830s in Britain and from the 1840s to the 1860s in the Americas. Its aim is to re-create the many complex conversations and debates in which authors from various nations participated, many of which still speak to us today. The course examines well-known writers and texts by writers better known in their time than today (or known mostly within their own circle) as they engage the debates arising within and between Atlantic-rim nations.
3 Lect Hrs, 3 Credits
Ms Fay

ENGL 437
Reading the Gothic: Transatlantic Terrors (TN)**
This course explores how Gothic stories were invented and developed by the transatlantic imagination in the mid-eighteenth century, and surveys their subsequent development through the twentieth century. We will addresses such questions as why readers would be attracted to obviously "unreal" stories and how these stories test the imagination's ability to make extreme fictions feel "real." We will trace the influence of Gothic on other areas of the literary arts, on other artistic fields such as architecture and painting, and even on social developments such as how women were viewed and how other foreign cultures were interpreted. Authors may include Walpole, Brockden Brown, Shelley, Irving, Hawthorne, Poe, Dickens, Stoker, Oates, King.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Fay, Ms Nixon

ENGL 438
Reading the Graphic: Texts and Images (TN)
Some scholars argue that our culture has become increasingly visual in recent years, and many worry that our ability to understand the complex power of images sometimes lags behind our ability to analyze and use words. This course aims to refine our ability to talk about visual representations, analyzing not only how words and images work together in what we read and see, but also how they collude in photographic essays, graphic novels, and illustrated stories. Classic examples of these genres will be surveyed in the effort to investigate the fascinating relationships between images and words, as well as the roles this relationship plays in our language and our ways of thinking about truth, storytelling, memory, identity, and power.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Sutherland

Language and Critical Theory

ENGL 440
History of the English Language (**)
Where did English come from? How have historical events influenced change in the language? Should change today be resisted or accepted? Who or what determines what is "correct"? Participants learn how to analyze and transcribe speech sounds, use traditional grammar to understand grammatical change, and work with specialized dictionaries that help in analyzing short texts from various periods of English.
3 Lect Hrs, 3 Credits
Mr Bruss, Mr Mueller

ENGL 442
Contemporary English
A look at the structure and the social dynamics at work in the English language today, chiefly in America. Topics: competing grammars, speech in Massachusetts, effects of social stratification on language, regional and social dialect, language and gender, language and ethnicity, and changes in meaning.
3 Lect Hrs, 3 Credits
Mr Bruss

ENGL 443
Language and Literature
An exploration of literary meaning and the character of language as a symbolic form. Special emphasis on the structure of metaphor and consideration of psychological and philosophical aspects of language: basic conceptions of meaning; theories of the origin of speech; problems of intention, expression, and interpretation; background of modern theories of grammar, semantics, and semiotics.
Prerequisite: ENGL 240.
3 Lect Hrs, 3 Credits
Mr Bruss

ENGL 446
Poetry and Poetics
Reading of several groups of poems, old and recent, in order to learn as much as possible about what poetry is and does. The readings illustrate, successively: 1) the nature of poetry; 2) prosody; 3) verse forms; 4) the language of verse. The course assumes no prior knowledge of poetics.
3 Lect Hrs, 3 Credits
Ms Nurhussein, Mr Schwartz

ENGL 447
Principles and Methods of Literary Criticism (TN)
The leading principles and methods of Western literary criticism, considered in their historical contexts. The course explores and defines major issues in literary study by close examination of major critical writings from Aristotle to modern times. No prior knowledge of criticism is necessary.
3 Lect Hrs, 3 Credits
Mr Brown, Ms Fay

ENGL 448
Perspectives on Literacy
A study of the theories of literacy, in its relation to human thinking and to social uses and contexts; and of the practice ofliteracy, in the teaching, learning, and use of literate behaviors in contemporary American society. The course links the active investigation of literacy issues with related readings, and draws implications for the teaching of reading and writing and for the study of literature.
3 Lect Hrs, 3 Credits
Ms Auerbach

Department of English

ENGL 449
Issues in the Teaching of English
The desire to teach English or language arts raises fundamental questions about the meaning of the discipline: How can the relationships between reading, writing, and the understanding of literature be explored in the classroom? What is suitable subject matter for students at various grade levels? What exactly is English studies? Engaging with these questions, this course surveys contemporary debates and research on teaching English skills and literature. Includes discussion of the specific challenges of teaching English today—for example, how teachers can engage a diverse population of students, and adapt to today's Internet-driven age.
3 Lect Hrs, 3 Credits
Mr Mueller

Independent Studies, Undergraduate Colloquium

ENGL 455
Independent Study I
A course of study designed by the student in conjunction with a supervising instructor in a specialized subject, one ordinarily not available in the standard course offerings. Open to a limited number of students in any one semester. Preference may be given to senior English majors with a cumulative average of 3.0 or above. A written prospectus must be submitted. Register with director of the major. A maximum of 3 credits of independent study may be counted toward the major requirements.
Prerequisite: Permission of instructor and department chairperson.
Hrs by arrangement, 3 Credits

ENGL 456
Independent Study II
See ENGL 455.

ENGL 457
Undergraduate English Colloquium
Presents students with a series of guest lectures, film and dramatic presentations, field trips, workshops, and organized discussions. To receive a grade, students must attend at least eight events and write critical reviews for each event attended. Each semester two to three faculty members will organize and run the series, and evaluate student reviews.
Prerequisite: ENGL 200 or 201 or 202.
1 1/2 Lect Hrs, 1 Credit
Mr O'Grady and Staff

ENGL 459
Seminar for Tutors
Readings, writings and discussion on the theoretical and practical issues one encounters in working as a composition tutor. A nucleus of presentations, lectures, workshops and readings covering the transactional and substantive aspects of teaching writing, particularly remediation, from a peer position. All elements of the course combine to provide an intellectual framework for reflection, articulation, and synthesis of what is learned in the work experience of the tutor.
Prerequisite: Completion of English requirement and permission of instructors (based on writing samples, faculty recommendations and interviews).
3 Lect Hrs, 3 Credits
Ms Auerbach, Ms Zamel

Capstone Courses

ENGL 461
Advanced Studies in Drama
A capstone course offering intensive study of topics varying from semester to semester, such as particular forms of drama (e.g., tragedy), historic periods or movements (e.g., African American or British Restoration drama), or comparative studies of two or three dramatists. A major research project and its presentation in class are required.
Prerequisites: Completion of 90 credits; sophomore English major requirements (ENGL 200, 201, and 202); and two 300- or 400-level English courses; or permission of the instructor.
3 Credits
Ms Lewis, Mr Maisano

ENGL 462
Advanced Studies in Poetry
Studies in various trends and periods of poetry for advanced students; intensive studies in one or two major poets. Topics vary from year to year.
Prerequisites: Completion of 90 credits; sophomore English major requirements (ENGL 200, 201, and 202); and two 300- or 400-level English courses; or permission of the instructor.
3 Lect Hrs, 3 Credits
Mr Barron, Ms Nurhussein, Mr O'Grady, Mr Schwartz

ENGL 463
Advanced Studies in Prose
A capstone course offering advanced study of topics that vary from semester to semester, such as particular kinds of fiction or nonfiction (e.g., the historical novel or literary journalism), theory or history of rhetoric, theory of fiction or literary nonfiction, or comparative studies of two or three prose writers. A major research project and its presentation to the class are required.
Prerequisites: Completion of 90 credits; sophomore English major requirements (ENGL 200, 201, and 202); and two 300- or 400-level English courses; or permission of the instructor.
3 Lect Hrs, 3 Credits
Mr Brown, Ms Srikanth

ENGL 464
Advanced Studies in Language and Literary Theory
This course offers students interested in language or literary theory an opportunity to do advanced work in subjects which vary from semester to semester. Possible subjects include: theories of discourse, varieties of present day English, the linguistic structures of poetry, and advanced stylistics.
Prerequisites: Completion of 90 credits; sophomore English major requirements (ENGL 200, 201, and 202); and two 300- or 400-level English courses; or permission of the instructor.
3 Lect Hrs, 3 Credits
Mr Bruss, Ms Penner

ENGL 465
Advanced Studies in Literature and Society
This capstone course offers advanced study in topics that focus on the relatonship between literature and society; these topics vary from semester to semester. Possible subjects include the exploration of literature's representation of social structures such as class, periods defined by specific social events such as war, social institutions such as work or home, or cultural understandings of social behavior and beliefs. A major research project and its presentation to the class are required.
Prerequisites: Completion of 90 credits; sophomore English major requirements (200, 201, and 202); and two 300- or 400-level English courses; or permission of the instructor.
3 Lect Hrs, 3 Credits
Staff

ENGL 466
Advanced Special Topics
A capstone course offering intensive study of a topic at the intersection of different approaches to or disciplinary perspectives on literature. Topics may include relationships between literature and (1) other arts; (2) cultural, social, or economic history; or

Department of English

(3) the development of fields such as law, medicine, or science. A major research project and its presentation are required.
Prerequisites: Completion of 90 credits; sophomore English major requirements (ENGL 200, 201, and 202); and two 300- or 400-level English courses; or permission of the instructor.
3 Lect Hrs, 3 Credits
Ms Fay, Ms Nixon, Mr O'Grady, Ms Penner, Ms Tomlinson, Mr von Morzé

ENGL 470L (AMST 470L)
New England Literature and Culture (**)
A study of the New England literary tradition from about 1850 to the near present. How have writers and critics contested their differing versions of native grounds and reinvented the New England idea in their works? Consideration of such topics as Native American culture, Puritanism and Transcendentalism, slavery and Abolitionism, immigration and ethnicity, nationalism and regionalism, industrialization, and popular culture.
Prerequisites: Completion of 90 credits; sophomore English major requirements (ENGL 200, 201, and 202); and two 300- or 400-level English courses; or permission of the instructor.
3 Lect Hrs, 3 Credits
Mr O'Connell

ENGL 471L (AMST 471L)
The City in American Literature and Culture
A study of physical, social, and cultural aspects of the American city, as reflected and constructed in architecture, the arts (literature, film, music, visual arts), and theory. The course focuses on four historical periods: the mid-19th century, the turn of thecentury, the mid-20th century, and the present; and includes a capstone research project.
Prerequisites: Completion of 90 credits; sophomore English major requirements (ENGL 200, 201, and 202); and two 300- or 400-level English courses; or permission of the instructor.
3 Lect Hrs, 3 Credits
Ms Klimasmith, Mr O'Connell

ENGL 475
English Internship
A tutorial course for students with approved internships involving substantial writing in professional settings. Students meet every other week with a faculty internship director to discuss writing they have produced at the internship. The writing is accompanied by a breakdown of the steps involved in researching and composing it, the time spent, the extent of the intern's contribution, and an analysis of what was learned in the process. Course requirements typically include a journal, readings, and end-of-term portfolio, and a summary essay, and may include an oral presentation to a class or student group. For application forms and full information about requirements, see the director of internships. Because potential faculty internship directors make commitments early, students are encouraged to apply during advanced registration. The course awards three hours of credit for a minimum of 25 pages of formal on-the-job writing and ten hours of work per week on site. Six credit hours may be given for proportionally greater writing and on-site hours. The course satisfies the English major capstone requirement.
Mr Barron, Mr Bruss

ENGL 476
Technical Writing Internship
A seminar for students assigned to internships for the completion of their work in the Program in Technical Writing (Computer Science). It deals with issues interns face as they adapt writing and computer training to actual technical writing assignments. Speakers from the faculty and from the technical writing profession will attend. There are assigned readings and regular reports on progress in the internship. The seminar meets for two hours every other week, and the internship placement requires at least ten hours per week in a technical writing concern. Three hours of credit (pass-fail) is awarded for the combination seminar and placement.
Hrs by arrangement, 3 Credits
Mr Bruss

ENGL 480
History of the Book (**)
Opening Boston's rich archival resources to students, this capstone course gives undergraduates the opportunity to work with old, new, hyper, and rare texts. The course offers new perspectives on the book, exploring the book both as a manuscript and visual object and as a printed and edited object. It considers industries of the book, such as publishing and the Internet, as well as its cultural effects, such as literacy and the circulation of ideas. In addition to readings in poetry, prose, literary theory, and history, the course is structured by hands-on workshops, library visits, and a self-defined research paper.
3 Lect Hrs, 3 Credits
Ms Kamath, Ms Nixon

ENGL 483
Origins of U.S. Literature: Declaring Independence (**)
A survey of U.S. literature of the early national period (1776-1865) in light of enduring American ideals of rebellion, mobility, and flight. Readings and assignments will illuminate the problems of articulating an American national character out of the paradoxes of slavery and freedom, the simultaneous development of anti-institutional and imperialist impulses, and the convergence of individual and communal pursuits of happiness.
3 Lect Hrs, 3 Credits
Mr von Morzé

ENGL 484
19th-Century Literature and Material Culture (**)
This course examines literature produced during the period of transition and change in Great Britain between the end of the Enlightenment and the beginning of the Victorian Age, studying both the culture of the times and the literature that expresses its dreams and failures. Writers such as Burney, Lamb, Austen, Hazlitt, and DeQuincey will be seen alongside the material culture that provided their imaginative ground, such as fashion, food, exhibitions and games, and monthlies and the press. The course makes the culture of this increasingly industrialized era more tangibly available in order to understand its importance for the period's literary art.
3 Lect Hrs, 3 Credits
Ms Fay

ENGL 488
Literatures of the Middle East (TN)
With its diversity of cultures and ethnicities, interwoven political histories, and multiplicity of faiths across twenty nations, the Middle East demands a nuanced examination of its literary productions. The course engages a selection of literary and cinematic texts from several nations, including Egypt, Iran, Israel, Lebanon, Morocco, and Palestine. Authors and filmmakers studied hold varying faiths (Christianity, Islam, and Judaism) and political opinions. Themes treated include identity, nationalism, religiosity, gender, feminisms, memory, conflict, and home. Because many of the primary texts will be studied in translation, the course also explores what is gained and lost when places and peoples are encountered in this way.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Srikanth

Department of English

ENGL 489:
Terrorism and the Novel (TN)
Our primary aim in this course is to examine the diversity of ways in which terrorism has been represented in narrative fiction. Topics include: Victorian anarchism, the "Troubles" in Northern Ireland, international responses to 9/11, and the collisions between postmodernism and terrorism. This course requires extensive reading in political, historical, and theoretical materials. We will use these materials to pose more general literary questions: How have modern writers engaged questions of political violence? What forms of communication does terrorism authorize and foreclose?
3 Lect Hrs, 3 Credits
Mr Brown

ENGL 490
The Pre-modern and Postmodern Novel (TN)**
This course connects the postmodern novel being written today to the novel as it was first invented in the eighteenth century. Breaking the illusion of reality, the postmodern novel self-consciously calls attention to its artificial, constructed nature. The eighteenth-century novel has not yet decided that realism is its goal and thus has great fun exploring the limits of character, plot, narrator, and setting. This course compares these "novel" explorations, exploring how they reject the linear or chronological plot, the distinctions between author and character, and the typographical structure of the book page itself. The course includes readings in narrative theory and literary history.
3 Lect Hrs, 3 Credits
Ms Nixon

ENGL 496
Creative Writing Honors Seminar
A creative writing workshop for student writers of poetry, fiction, or drama who have been accepted into the Honors Program in English and Creative Writing. A one-semester course (in the fall), to be followed by one semester of independent work with an advisor.
Prerequisite: Acceptance into the Honors Program.
3 Lect Hrs, 3 Credits
Mr Fulton, Mr Melnyczuk, Ms Peseroff, Mr Schwartz

ENGL 497
Creative Writing Honors Thesis
Independent study in creative writing for student writers of poetry, fiction, or drama who have been accepted into the Honors Program in English and Creative Writing and who have completed English 496 with a grade of B or better.
3 Lect Hrs, 3 Credits
Mr Fulton, Mr Melnyczuk, Ms Peseroff, Mr Schwartz

ENGL 498
English Honors Seminar
A course open to and required of all students doing honors work in English. The course consists of an introduction to research methods, a survey of critical methods (with the end of helping the honors student choose an approach for the writing of the thesis), and the reading of all primary and some secondary materials preparatory to writing the thesis.
Prerequisite: Acceptance into the Honors Program.
3 Lect Hrs, 3 Credits
Ms Penner

ENGL 499
English Honors Thesis
A continuation of ENGL 498, in which the honors student works individually with a faculty advisor on the writing of the honors thesis. The student receives a grade for each semester of work but honors in English will be awarded only to those students who have written a thesis of high distinction (as judged by the Honors Committee).
Prerequisite: ENGL 498.
3 Lect Hrs, 3 Credits
Staff

ENGLISH AS A SECOND LANGUAGE CENTER

Faculty

Vivian Zamel, Professor and Director; Polly Welsh, Assistant Director

The Center

The ESL Center offers intensive course work in English for students whose native language is not English. These courses focus on listening and speaking, reading, grammar, and writing, and are designed to help prepare ESL students for university-level study. In addition, the center helps advise students and provides other university-related assistance. Students are placed into ESL Center courses after taking a diagnostic test.

While all ESL courses carry credit during the semester they are taken, only ESL 100D carries credit toward graduation.

Courses

ESL 100A
Speaking and Listening I
This course focuses on developing speaking and listening skills that will help students function in their other academic course work. Students participate in small-group work, make oral presentations, and report on firsthand research projects.
4 Lect Hrs, 4 Credits

ESL 100B
Reading Comprehension for College-Level Texts I
This course focuses on developing reading comprehension skills for college-level reading and must be taken in conjunction with ESL 100C. Students are introduced to a range of texts and asked to develop and analyze their own reading strategies through class discussion and written responses to the texts they read.
Corequisite: ESL 100C.
4 Lect Hrs, 4 Credits

ESL 100C
Academic Writing I
This course focuses on critical thinking and the writing process and must be taken in conjunction with ESL 100B. Students learn to write critically about readings and develop strategies for brainstorming, organizing, and revising texts. Students are evaluated on the basis of a portfolio of written work.
Corequisite: ESL 100B.
4 Lect Hrs, 4 Credits

ESL 100D
Academic Writing II
This course focuses on critical thinking and the writing process and must be taken in conjunction with ESL 100E. The course engages students in academic writing and requires them to analyze and synthesize readings in order to produce formal essays. Students are evaluated on the basis of a portfolio of written work.
Corequisite: ESL 100E.
4 Lect Hrs, 4 Credits

ESL 100E
Reading Comprehension for College-Level Texts II
This course focuses on developing facility with complex academic readings and must be taken in conjunction with ESL 100D.
Corequisite: ESL 100D.
4 Lect Hrs, 4 Credits

ESL 100F
Speaking and Listening II
This course focuses on developing speaking and listening proficiency in academic study. Students are given practice with academic lectures, note-taking, and oral presentations.
Prerequisite: ESL 100A or Placement.
4 Lect Hrs, 4 Credits

DEPARTMENT OF HISPANIC STUDIES

Faculty

Ann Blum, Associate Professor and Chair; Professor Esther Torrego; Associate Professors Reyes Coll-Tellechea, Theresa Mortimer; Assistant Professors Luis Alonso-Ovalle, María Cisterna, Nino Kebadze, Wanda Rivera Rivera; Lecturers Patricia Anderson, Juliana Berte, Luis Chávez Rodríguez, Chaiwut Chittkusol, Patricia Chouinard, Ildefonso Manso, Mark Schafer, Caetano Serpa; Language Coordinator Susan Mraz

The Department

The Hispanic Studies Department offers multidisciplinary courses in the languages, histories, literatures and cultures of Spain, Portugal, and Latin America. The department provides opportunities for students to major or minor in Spanish (or for non-majors to acquire proficiency in the language), to receive a certificate in Spanish-English translation, to meet the content area requirements to be certified to teach Spanish in Massachusetts, to study the Portuguese language, or to carry out a program in Latin American Studies.

The major consists of a strong and varied program in the languages, histories and cultures of Spain and Latin America. Majors may begin this study with survey courses in Spanish and Spanish-American literature and civilization and proceed to a more detailed exploration of selected areas. The department's Portuguese language courses range from beginning to advanced levels; its courses in Luso-Brazilian culture and civilization include offerings conducted in Portuguese and in English. The interdisciplinary and broadly-based Latin American Studies Program provides a broad selection of courses in the arts, humanities, and social sciences. For a detailed description, see the Latin American Studies Program section of this publication.

Requirements

The Spanish Major

The major in Spanish has the following requirements as of September 2004:

A minimum of 10 advanced courses (30 credits), including the following:

I. One advanced language course above 301.

II. Two survey courses: one of Spanish literature or civilization, and one of Spanish-American literature or civilization. A student may take one course in literature and one in civilization, both courses in literature, or both courses in civilization, so long as one focuses on Spain and one on Spanish America. Among these courses are SPAN 351 (Survey of Spanish Literature: from its origins to the present), SPAN 352 (Survey of Spanish-American Literature: from its origins to the present), SPAN 360 (Spanish Civilization), and SPAN 361 (Spanish-American Civilization).

III. The remaining seven courses must be selected from one of the following options:

A. Specialization in language: five advanced language courses (300-400 level); one course in Spanish literature or civilization; one course in Spanish-American literature or civilization.

B. Specialization in literature: two courses in Spanish literature; two courses in Spanish-American literature; three elective courses, one of which must be in literature.

For the purposes of the major requirement, all upper-level literature courses are considered either as "Spanish" or "Spanish-American." Those not specifically identified as one or the other will be classified according to their content in any given semester, and some courses may count in both categories.

All 300- and 400-level courses are conducted in Spanish. In general, advanced courses are offered in alternate years.

Spanish majors who are also participating in the Teacher Education Program, the Latin American Studies Program, or the Undergraduate Linguistics Program may, with departmental approval, make the following substitutions for upper-level electives:

- The teaching practicum may replace two advanced language courses.
- Two Latin American studies courses may replace Spanish-American literature or civilization courses.
- Two linguistics courses may replace advanced language courses.

Students participating in the departmental translation program may count three credits earned in each course (SPAN 408, 409, 410) toward fulfilling major requirements.

Pass/Fail Option

No courses may be taken for the major on a pass/fail basis.

Transfer Credit Policy

A maximum of five courses (15 credits) may be accepted for the Spanish major.

The Spanish Minor

The minor in Spanish has the following requirements as of September 2004:

I. Intermediate proficiency (SPAN 201-202 or equivalent).

II. Five advanced courses, to be selected from those specified in the following three categories. At least three of these courses must be taken at UMass Boston.

- SPAN 301 (Advanced Reading, Writing and Speaking) or SPAN 304 (Spanish for Majors and Minors);
- SPAN 351 (Survey of Spanish Literature) and SPAN 352 (Survey of Spanish-American Literature), or SPAN 360 (Spanish Civilization) and SPAN 361 (Spanish-American Civilization);
- Two advanced courses in language, civilization or literature.

All minors must take at least three of these five required courses at UMass Boston.

Pass/Fail Option

One course may be taken for the minor on a pass/fail basis.

Honors

To graduate with departmental honors, the Spanish major must:

- attain at least a 3.5 grade point average in major courses and a 3.0 cumulative grade point average;
- write an honors thesis under the supervision of a teaching member of the department; and
- make an oral defense of the thesis in which the candidate will be asked questions in the general area of his/her written work. The honors thesis and oral defense will be evaluated by a departmental Honors Committee.

The Program in Translation

A certificate program in Spanish-English translation is equal to four full courses (12 credits). To receive the certification, students must pass a comprehensive examination in translation given by a departmental panel to those who have successfully completed the course work. Six of these twelve credits (three from each summer session) may be used as part of the requirements for the major. The program is also open to non-degree-seeking students.

Department of Hispanic Studies

Cross-Listed Courses

Courses followed by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example, "PORT 375L (LATAM 375L)," which is cross-listed with the Program in Latin American Studies.

Spanish Courses

SPAN 125G
Understanding Language

SPAN 150G
Travel Narratives: Latin America

SPAN 160G
Exile: The Latin American Experience

SPAN 165G
Marvelous Fictions: The Latin American Novel

SPAN 200G
Boston Speaks

For a complete description of these courses, see the "First-year and Intermediate Seminars" section of this publication.

SPAN 101
Elementary Spanish I
Designed for students with little or no background in the Spanish language. SPAN 101 focuses on the acquisition of basic listening, speaking, reading, and writing skills within a cultural framework. Weekly laboratory attendance and assignments required.
Students may not take both SPAN 101 and 105.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Lab Hrs, 4 Credits

SPAN 102
Elementary Spanish II
A continuation of SPAN 101. SPAN 102 focuses on furthering the acquisition of basic listening, speaking, reading, and writing skills within a cultural framework. Weekly laboratory attendance and assignments required.
Students may not take both SPAN 102 and 106.
Prerequisite: SPAN 101 or equivalent, established by a placement test.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Lab Hrs, 4 Credits

SPAN 103
Intensive Elementary Spanish
An intensive study of the four language skills for those who wish to do a full year of elementary Spanish in one semester. May be taken for credit by students who have studied two years in high school and wish to start over.
Distribution Area: World Languages (WL).
8 Lect Hrs, 6 Lab Hrs, 8 Credits

SPAN 105
Basic Spanish for Communication I
A practical approach to the study of the Spanish language: carefully sequenced grammar within a communicative and cultural framework.
Students may not take both SPAN 101 and 105.
Distribution Area: World Languages (WL).
3 Lect Hrs, 1 Lab Hr, 3 Credits

SPAN 106
Basic Spanish for Communication II
A continuation of SPAN 105.
Note: Students may not take both SPAN 102 and 106.
Prerequisite: SPAN 101 or 105.
Distribution Area: World Languages (WL).
3 Lect Hrs, 1 Lab Hr, 3 Credits

SPAN 107
Basic Spanish for Communication
An intensive course designed to approach the language from a practical point of view. Basic grammar is studied in the context of the material presented. This material focuses on vocabulary in three different areas: business and finance, medical and hospital terminology and oral communication in general. The course covers material equivalent to two semesters of Spanish with practice in the four language skills, understanding, reading, writing, and speaking.
Students may not take both 107 and 105-106.
Distribution Area: World Languages (WL).
6 Lect Hrs, 6 Credits

SPAN 201
Intermediate Spanish I
With a maximum enrollment of 18, this course completes the introduction to the fundamentals of Spanish grammar begun in Elementary Spanish and develops students' command of oral and written expression.
Prerequisite: SPAN 102 or equivalent, established by a placement test.
Distribution Area: World Languages (WL).
3 Lect Hrs, 1 Lab Hr, 3 Credits

SPAN 202
Intermediate Spanish II
With a maximum enrollment of 18, this course focuses on the development of students' communicative skills in Spanish. Using a variety of media (short films, videos, narratives, etc.), the course aims to promote students' mastery of Spanish, for both majors and non-majors. Taught in Spanish.
Prerequisite: SPAN 201 or equivalent, established by a placement test.
Distribution Area: World Languages (WL).
3 Lect, 1 Lab Hr, 3 Credits

SPAN 205
Intensive Intermediate Spanish
A continuation of SPAN 103 for those who wish to do a full year of intermediate Spanish in one semester. Students who have passed SPAN 103 will have priority, but the course may be taken by anyone eligible for SPAN 205 if there is room.
Prerequisite: SPAN 102 or equivalent, established by a placement test.
Distribution Area: World Languages (WL).
6 Lect Hrs, 2 Lab Hrs, 6 Credits

SPAN 230
Intermediate Composition and Conversation
Designed to provide practical training in oral and written expression to students with intermediate proficiency in Spanish. Recommended to students who wish to practice and improve their ability to communicate in Spanish. Weekly themes and frequent oral reports. Not open to students whose first language is Spanish. No Spanish major/minor credit. (Taught every semester.)
Prerequisite: SPAN 202 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 261
Modern Latin American Literature in Translation
Works of some of the outstanding Latin-American writers of the nineteenth and twentieth centuries. No knowledge of Spanish required. No Spanish major credit. Fulfills a requirement for Latin American Studies Program.
3 Lect Hrs, 3 Credits

SPAN 262
Hispanic Masterpieces in Translation
Major literary works of Spain and Spanish America. No knowledge of Spanish required. No Spanish major credit. Fulfills a requirement for Latin American Studies Program.
3 Lect Hrs, 3 Credits

SPAN 263
Hispanic Masterpieces in Translation
A continuation of SPAN 262. Major literary works of Spain and Spanish America.

Department of Hispanic Studies

No Spanish major credit. No knowledge of Spanish required. Fulfills a requirement for Latin American Studies Program.
3 Lect Hrs, 3 Credits

SPAN 265
Latin America: Literature and Revolutions
Through the study of representative works, from the Conquest to the present, this course surveys the major cultural and social revolutions that have shaped Latin America. By presenting both a formal analysis of the work and a view of the context in which it was produced, the course gives the student a picture of Latin American culture and society.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

SPAN 267
The Spanish Character as Portrayed in Literature
Through translations of literary works from Spain and Latin America students explore topics such as don Juanism and other forms of machismo, the Spanish point of honor, caciquism, personal and political extremism, anti-materialism, and other psychological and social characteristics associated with the Spanish-speaking world and its peoples.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

SPAN 280
Spanish Grammar for Native Speakers of Spanish
This course addresses the Spanish language needs of bicultural students who have never studied Spanish. The course provides students with the fundamentals of grammar and Spanish grammar. Special attention is given to morphology and comparative syntax. Course does not count toward the Spanish major/minor.
Prerequisite: Permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 289
Composition for Native Speakers
This course is conducted as a workshop on expository writing for native speakers of Spanish and Spanish-heritage students. Particular linguistic difficulties that native speakers encounter are addressed. Writing and research techniques, problems of style and correctness are the main issues. As of September 2004, this course will not count toward the major/minor.
Prerequisite: Permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 300
Spanish Pronunciation and Intonation
Designed to provide training in the pronunciation, enunciation and intonation of Spanish. Intensive practice in the classroom and the language laboratory based on selected literary texts.
Distribution Area: World Languages (WL).
1 Lect Hr, 1 Lab Hr, 1 Credit

SPAN 301
Advanced Reading, Writing, and Speaking
Course designed to help improve reading, writing and oral skills in Spanish. Individual reports on current events and class discussion of contemporary literature and films are used to develop oral skills. Practice in reading skills includes analysis of short stories, plays, poems, novels, and newspaper articles. Written expression is strengthened through writing essays, journal entries, and reviews. (Taught every semester.)
Prerequisite: SPAN 202 or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 304
Spanish for Majors and Minors
This course prepares students to undertake advanced work in the Spanish major/minor. Its goal is to expand and refine reading comprehension, listening comprehension, and oral and written expression to prepare students to carry out all their academic work in Spanish. This class requires an original research project in Spanish. Open to native and non-native Spanish speakers.
Prerequisite: SPAN 202 or 301 or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 305
Problems of Syntax in Reading and Writing
This course provides an in-depth study of aspects of Spanish syntax (word order) and offers students analytical tools for the study of Spanish grammar. Topics include problems posed by word order, relative clauses, prepositional phrases, the reflexive, and object pronouns.
Prerequisite: SPAN 301 or 304 or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 312
Commercial Spanish
Advanced course in the language of Latin American and Spanish commerce, including a legal terminology component. Vocabulary, idioms, proper usage, and exercises in the forms of resume writing, business correspondence, advertising, banking and finance, foreign trade and investments, commercial law, and an introduction to legal terminology for paralegal personnel. Open to students with a good command of oral and written Spanish.
Prerequisite: SPAN 301 or 304 or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 313
Spanish Phonology
A detailed study of the sound system of Spanish. Includes an overview of phonological theories as well as intensive practice in areas such as intonation and stress.
Prerequisite: SPAN 301 or 304 or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 314
Language Arts: How Spanish Works
This course offers a basic linguistic analysis of Spanish. Topics include the properties of Spanish sounds (phonology); the structure of Spanish words (morphology) and of Spanish phrases and sentences (syntax); mechanisms of interference from English for learners of Spanish; and historical and contemporary relationships between Spanish and other languages.
Prerequisite: SPAN 301 or 304 or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 316
Advanced Spanish Grammar
This course helps students deepen their knowledge of Spanish grammar. Topics include a close examination of types of Spanish nouns, verbs, adjectives and adverbs; the Spanish subjunctive; the preterit vs. the imperfect; ser vs. estar; and the formation of complex sentences.
Prerequisite: SPAN 301 or 304 or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 317
Introduction to Translation Studies
This course, taught entirely in Spanish, is an introduction to translation studies (English/Spanish). Students will learn the foundations of translation theory as well as

Department of Hispanic Studies

the basic skills and techniques of translation. Advanced knowledge of Spanish and English required.
Prerequisite: SPAN 314 or 316.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 320
Varieties of Spanish in the Americas
This course surveys some principal variants of Latin American Spanish. Basic analytic tools are developed, including basic sound patterns, word structures and word orders; an overview regarding indigenous, African, and Anglophone influences; and common dimensions of American Spanish variation. These tools are used to explore Spanish variants and the interplay of grammatical, social, and ethnic forces that have shaped them.
Prerequisite: SPAN 304 or permission of instructor.
3 Lect Hrs, 3 Credits

SPAN 350
Introduction to Literary Studies
This course studies connections between literature and culture in Spain and Latin America to introduce major aspects of literary history and basic concepts of literary theory. Assignments provide extensive practice in critical an analytical reading and writing.
Prerequisite: SPAN 304 or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 351
History of Spanish Literature
An introductory course focusing on the history of Spanish literature from the Middle Ages to the present. Representative works in all major literary genres will provide students with an insight into Spanish culture.
Prerequisite: SPAN 304 or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 352
History of Spanish-American Literature
A general introductory course on the history of Latin American literature from Pre-Columbian times to the present. Representative works in all major literary genres will provide students with an understanding of the various traditions that make up the culture of Spanish-speaking America.
Prerequisite: SPAN 304 or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 353
Culture and Identity in Hispanic Literature
Readings in Spanish and Spanish-American literature examining the diverse representations of cultural and national identity in Spain and Spanish-speaking America and the figures that helped shape them.
Prerequisite: SPAN 304 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 360
Spanish Civilization
This course studies the development and construction of Spain from pre-Roman times to the present. The course examines topics such as religious and cultural diversity; dominant vs marginalized groups; centralization vs regional autonomy; and the ways in which these issues have manifested themselves through the ages.
Prerequisite: SPAN 304 or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 361
Spanish-American Civilization
Major aspects of the cultural evolution of the Spanish-American countries from pre-Hispanic days to the present.
Fulfills a requirement for Latin American Studies Program.
Prerequisite: SPAN 202 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 362
Spanish-American Short Story
A survey of the development of the short story in Spanish-American literature with special attention to the most representative twentieth-century short-story writers.
This course counts toward the Latin American Studies Concentration.
Prerequisite: SPAN 304 or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 364
Spanish-American Essay
This course examines the essay in Spanish-American literature and the genre's evolution from the nineteenth century to the present. Students will read essays and chronicles to analyze the role of this genre in promoting political and esthetic ideas.
This course counts toward the Latin American Studies Concentration.
Prerequisite: SPAN 304 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 367
Literature of the Hispanic People in the US
This course examines how shifting cultural identities of Hispanic/Latino writers in the United States are represented in literature. Topics include migration as literary representation; the role of the media; gender tensions; translation in literature; and issues of national and racial origins.
This course counts toward the Latin American Studies Concentration.
Prerequisite: SPAN 202 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 368
Nineteenth Century Spanish-American Literature
A study of the romantic and realistic literature of Spanish America with emphasis on the Gaucho literature.
This course counts toward the Latin American Studies Concentration.
Prerequisite: SPAN 202 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 369
The Short Story in Spanish Literature
Historical development of the short story in Spanish literature from its origins to the present. Emphasis on nineteenth and twentieth centuries.
Prerequisite: SPAN 301 or 304 or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 370
Women in Spanish Literature
An exploration of the role of women in the literature of the Spanish-speaking world. Topics include the social role of women, women writers, writing about women, and issues of gender, class and race in Hispanic literature.
Prerequisite: SPAN 304 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 371
Life and Literature in Nineteenth Century Spain
This course explores the social conditions and the cultural production of nineteenth-century Spain. Topics include progress and tradition; city and country; the political role of the working class, and the social role of women in authors such as Galdós, Pardo Bazán, Becquer and Clarín.
Prerequisite: SPAN 304 or 351 or 360.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

Department of Hispanic Studies

SPAN 372
Twentieth Century Spanish Literature to 1939
A study of representative works in the novel, essay, poetry, theater, by Spanish writers from the Generation of '98 to the Civil War: Unamuno, Valle-Inclán, Azorín, Pío Baroja, Antonio Machado, Pérez de Ayala, Gabriel Miró, Ortega y Gasset, Juan Ramón Jiménez, Jorge Guillén, Pedro Salinas, García Lorca, Alberti, and others.
Prerequisite: SPAN 351 or 360.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 373
Literature and Society in Contemporary Spain
This course examines the responses of Spanish writers such as Juan Goytisolo, Carme Riera and Manuel Rivas to events that shaped today's Spain. Topics discussed include the Spanish Civil War and its aftermath; the fascist dictatorship; the transition to democracy; pluralistic Spain and the literatures of Basque, Catalan and Galician-speaking Spain.
Prerequisite: SPAN 351 or 360.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 374
Readings in Hispanic Literature
Selected readings in Hispanic literature.
Prerequisite: SPAN 304 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 380
Topics in Hispanic Literature and Civilization
General topics in Spanish or Spanish American culture which can serve as a detailed introduction to a period, genre, or theme not generally covered in other departmental offerings.
Prerequisite: SPAN 304 or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 385
Topics in Spanish Language
Selected topics to cover specific subjects not listed in the regular course offerings. Not restricted to its grammar, these may refer to the whole scope of the Spanish language, its history, semantics, phonetics and phonology, dialects, syntactic aspects, spoken Spanish, Spanish for such professions as medicine and law, Spanish spoken in the USA.
Prerequisite: SPAN 304 or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 407
Rhetoric and Stylistics
A study of formal rhetoric and oral styles. Principles of argumentation. Intensive practice in formal written and oral styles, including debate.
Prerequisites: SPAN 304 and SPAN 305, or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 408
Advanced Techniques and Skills for Translation
Development of the basic techniques and skills needed for translation. Emphasis on translation into the native language with some practice in the opposite direction. Methods of contrastive linguistics to analyze pertinent aspects of language structure, involving syntax, vocabulary and style, are employed. Students are given ample opportunity to apply these techniques through a series of translation assignments, which form the basis for class discussion.
Prerequisites: for English speakers—fluency or near fluency in Spanish; for Spanish speakers—fluency or near fluency in English; and permission of instructor.
Distribution Area: World Languages (WL).
6 Lect Hrs, 6 Credits

SPAN 409
Advanced Practice of Translation
Practice in translating a variety of genres and styles, both literary and non-literary. Students have the opportunity to analyze critically, and to resolve creatively, the problems involving such issues in translation as context, register, tone, and audience. Emphasis is on translating into the native language (English/Spanish), but considerable practice is given in the non-native language.
Prerequisite: SPAN 408.
Distribution Area: World Languages (WL).
6 Lect Hrs, 6 Credits

SPAN 410
Advanced Oral Translation
Designed for fully bilingual Spanish/English speakers, this course trains students in techniques of consecutive and simultaneous interpretation and sight translation. Emphasis is given to accuracy, speed, delivery, command of professional lexicon, and awareness of the relationship between language and culture.
Prerequisite: SPAN 408.
Distribution Area: World Languages (WL).
6 Lect Hrs, 6 Credits

SPAN 411
History of the Spanish Language
An overview of the major linguistic changes from Latin to modern Spanish with emphasis on the comparative study of Hispano-American Spanish and modern Castilian.
Prerequisites: SPAN 304 and SPAN 305, or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 412
Spanish Semantics: Words and Their Meaning
This course is an introduction to the study of word meaning in Spanish. Topics include: the relationship between Spanish words and the combinations into which they enter; differences between book dictionaries and mental dictionaries; Spanish verb classes, and how meaning constrains syntax.
Prerequisites: SPAN 304 and SPAN 305, or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 420
Comparative Syntax: Spanish-English
The goal of this course is to learn Spanish syntax by looking at how Spanish grammar differs from English grammar. It surveys the main structures of Spanish grammar and compares them to corresponding structures in English. Topics covered include sequence of verbs, word order, temporal information, nominal expressions, and the use of prepositions.
Prerequisites: SPAN 304 and SPAN 305, or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 421
Medieval Iberia
An exploration of the social conditions and cultural production of Iberia to 1500. Readings include *Poema de mio Cid*, Andalusi poetry, *Libro de Buen Amor*, *Travels of Benjamin of Tudela*, Alfonso X's *Cantigas*, *Tirant le Blanc*, and *Sem Tob de Carrión*.
Prerequisite: SPAN 351 or SPAN 360 or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

Department of Hispanic Studies

SPAN 424
Golden Age Theater
Outstanding dramatists of the sixteenth and seventeenth centuries: Lope de Vega, Mira de Amescua, Tirso de Molina, Ruiz de Alarcón, Calderón de la Barca.
Prerequisite: SPAN 351 or SPAN 360 or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 427
The Generation of 1898
Literary and intellectual trends of the generation of 1898. Selected readings from Ganivet, Unamuno, Azorín, Baroja, Valle-Inclán, Machado, and others.
Prerequisite: SPAN 351 or SPAN 360 or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 432
The World of *Don Quixote*
An in-depth analysis of Cervantes' masterpiece and the origins of the modern novel. Topics to be discussed include history and fiction, madness, utopia, and the social construction of reality.
Prerequisite: SPAN 351 or 360 or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 433
Imperial Spain
An examination of Spanish society from the fifteenth to the seventeenth centuries and the ideologies and constitutions upon which the Spanish empire was built. Through readings on the picaresque, and authors such as Cervantes, Calderón, Lope de Vega and Gracián, this course will analyze topics like the end of Sepharad and al-Andalus, the Inquisition, America, and the Reformation and Counter-Reformation.
Prerequisite: SPAN 351 or SPAN 360 or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 450
Major Writers in Hispanic Literature
A study of the works of one outstanding Spanish or Spanish-American author, chosen from such writers as Ana María Matute, Galdós, Unamuno, Darío, Neruda, García Márquez, and García Lorca.
Prerequisites: SPAN 351 or 360 and 352 or 361, or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 452
The Practice of Autobiography in Spanish and Latin-American Culture
This course explores autobiographical practices in Spain and Latin America from the 16th to the 20th century, examining such questions as: How did individuals and communities construct images of themselves? What impelled people to write? What were the consequences? Through readings in autobiography, mediated autobiography, fictional autobiography, and testimony, the course analyzes intersections of literature and history.
Prerequisites: SPAN 351 or 360 and 352 or 361, or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 454L (LATAM 454L)
Argentina
This course is a cultural interpretation of Argentina based primarily on historical, cultural and literary works. The aim is to explore the process of nation-building in the Latin American context. Topics include the role of the intellectual in political culture; gender and nation; literature and nationalism; media and politics, and the effects of globalization.
Fulfills a requirement for Latin American Studies Program.
Prerequisite: Knowledge of Spanish and permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 461
Spanish-American Colonial Literature
A survey of the literature of the Spanish colonies, focusing on its outstanding figures—Inca Garcilaso, Sor Juana Inés de la Cruz—as well as the literature of the Independence Movement.
Fulfills a requirement for Latin American Studies Program.
Prerequisite: SPAN 352 or 361 or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 462
Contemporary Spanish-American Poetry
A study of contemporary Spanish-American poetry starting with the Modernist movement and following its evolution through the avant-garde, surrealism, feminist, and black poetry up to the present. Authors included are Silva, Martí, Rubén Darío, Lugones, Vallejo, Neruda, Paz, Guillén, Palés Matos, Mistral, Agustini, Ibarbourou, Borges.
Fulfills a requirement for Latin American Studies Program.
Prerequisite: SPAN 352 or 361 or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 467
Contemporary Spanish-American Fiction
This course examines the changing directions in Spanish American fiction from 1910 to the present, with special attention to the criollista novel, novels of the Mexican Revolution, vanguardist fictions, literature of the "boom" and post-modern works. Topics include critical approaches to genres, literacy, readership and authorship, literature and mass media, and gender roles in fiction.
Fulfills a requirement for Latin American Studies Program.
Prerequisite: SPAN 352 or 361 or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 468
The Caribbean: Cultural and Intellectual History
This course studies artistic forms and socio-historical processes in the Hispanic Caribbean from a cultural perspective. Through a variety of texts in Spanish of the insular, continental, and diasporic Caribbean, the course examines major themes in the region through the study of narrative, poetry, oral cultures, film, intellectual history, race, and gender theory.
Prerequisite: SPAN 352 or 361.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

SPAN 475
Spanish Court Interpretation
This course is an intensive program designed to provide qualified students with an introduction to the fundamentals of professional court interpretation. Tailored for both novice and practicing interpreters in Spanish to English and English to Spanish, the course combines theory and practice through classroom discussions activities, as well as thorough intensive laboratory exercises designed to develop interpreting proficiency.
Prerequisite: SPAN 408 or 410, diagnostic test, or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3.5 Lab Hrs, 4 Disc. Hrs, 6 credits

Department of Hispanic Studies

SPAN 478
Independent Study
For majors who wish to study a special subject not covered in regular departmental courses. The student must first present his or her idea to a member of the faculty. A detailed plan of study (including a reading list, scheduled consultations, and a statement about examinations and/or required papers) must then be presented by the faculty member for departmental approval before the registration period preceding the semester in which the student wishes to do the independent study. May be taken only once except where special permission is granted by the department.
Prerequisite: Permission of department.
Hrs by arrangement, 3 Credits

SPAN 479
Independent Study
Under very special circumstances, the department may grant special permission to a major to take a second course of independent study, following the procedures outlined for SPAN 478.
Prerequisite: Advanced standing in the major.
Hrs by arrangement, 3 Credits

SPAN 480
Studies in Hispanic Literature
Special topics or individual authors; topics vary from year to year.
Prerequisite: Advanced standing in the major.
3 Lect Hrs, 3 Credits

SPAN 481
Capstone Seminar in Hispanic Studies
Required capstone seminar for Hispanic studies majors. This course offers students a culminating experience synthesizing topics, themes, and methods developed during the course of the major, and anticipating what students will be able to do after receiving the degree. Course readings represent a variety of intellectual perspectives. Seminar participants conduct guided research and write a research paper. Topics vary.
Prerequisites: Senior standing and declared major or minor in Hispanic studies; or permission of instructor.
3 Lect Hrs, 3 Credits

SPAN 491
Honors Thesis
A paper written under the supervision of a member of the Spanish Department and with permission of the department. See requirements under "Honors."
Prerequisite: At least two advanced literature courses beyond SPAN 350 and 351.
Hrs by arrangement, 3-6 Credits

Portuguese Courses

PORT 101
Elementary Portuguese I
Designed for students with little or no background in the Portuguese language. Portuguese 101 focuses on the acquisition of basic listening, speaking, reading, and writing skills within a cultural framework. Weekly laboratory attendance and assignments required.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Lab Hrs, 4 Credits

PORT 102
Elementary Portuguese II
A continuation of PORT 101. Portuguese 102 focuses on furthering the acquisition of basic listening, speaking, reading, and writing skills within a cultural framework. Weekly laboratory attendance and assignments required.
Prerequisite: PORT 101 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Lab Hrs, 4 Credits

PORT 201
Intermediate Portuguese I
Further development of language skills, with readings in Portuguese and Brazilian literature and civilization.
Prerequisite: PORT 102 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 1 Lab Hr, 3 Credits

PORT 202
Intermediate Portuguese II
A continuation of PORT 201. Further development of language skills, with readings in Portuguese and Brazilian literature and civilization.
Prerequisite: PORT 201 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 1 Lab Hr, 3 Credits

PORT 304
Advanced Portuguese
Intensive work in conversation and composition, and mastery of these skills.
Prerequisite: PORT 202 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

PORT 315
Modern Brazilian Literature
Twentieth century Brazilian literature from modernism to the present day. The course is taught in Portuguese. Fulfills a requirement for Latin American Studies Program.
Prerequisite: PORT 202 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

PORT 320
Nineteenth Century Portuguese Literature
Readings from Garrett, Camilo, Antero de Quental, Julio Diniz, and Eça de Queiroz. Discussion of the literary characteristics of Portuguese Romanticism and Realism, as well as the political movements with which they were associated. The course is taught in Portuguese.
Prerequisite: PORT 202 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

PORT 321
Twentieth Century Portuguese Literature
A selection of prose fiction and poetry from the most important literary movements of the century-saudosismo, Presenca, social realism, and personalism. Discussion of the stylistic strategies developed especially in the fifties and sixties to counter institutional censorship. The course is taught in Portuguese.
Prerequisite: PORT 202 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

PORT 375L (LATAM 375L)
Brazilian Civilization
A general survey of Brazil, tracing the evolution of cultural, economic, political, and social structures from colonial times to the present. The course discusses the distinctions and similarities in the development of Portuguese America and Spanish America. Readings include historical source material, novels, and modern studies on Brazil. Conducted in English.
Fulfills a requirement for Latin American Studies Program.
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits

PORT 479
Independent Study
For majors who wish to study a special subject not covered in regular departmental courses. The student must first present his or her idea to a member of the faculty. A detailed plan of study (including a reading list, scheduled consultations, and a statement about examinations and/or required papers) must then be presented by the faculty member for departmental approval before the registration period preceding the semester in which the student wishes to do the independent study. May be taken only once except where special permission is granted by the department.
Prerequisite: PORT 202 or equivalent.
Hrs by arrangement, 3 Credits

Department of Hispanic Studies

PORT 480
Studies in Luso-Brazilian Literature
Special topics or individual authors; topics vary from year to year.
Prerequisite: PORT 202 or equivalent.
3 Lect Hrs, 3 Credits

DEPARTMENT OF HISTORY

Faculty

Roberta Wollons, Professor and Chair; Professors Michael B. Chesson, Spencer DiScala, David Hunt, Esther Kingston-Mann, William A. Percy, Woodruff D. Smith, R. Malcolm Smuts, Julie Winch; Associate Professors Paul Bookbinder, Vincent Cannato, Jonathan M. Chu, Ruth Miller, Weili Ye; Assistant Professors C. Tracy Goode, Tim Hacsi, Elizabeth McCahill, Josh Reid, Ananya Vajpeyi. Senior Lecturer Darwin Stapleton. Part-Time Instructors Maryann Brink, Gary Miller, Robert Sauer

The Department

The mission of the Department of History is to offer the analytical skills, knowledge, insights and perspective on the human condition that the study of history classically affords. The department offers a broad international curriculum for undergraduates with strengths in European and United States history, along with East Asian, South Asian, Latin American, and American Indian history. The department aims to teach students to think critically as a mode of investigation and as a basis for political judgment and self knowledge, and to acquaint students with the use and relevance of history to contemporary society. We believe that the study of history is indispensable to the aims of training for work, preparation for public life, and enrichment of private life.

Requirements

The Major

For students who became history majors prior to June 2009, the following requirements apply.

Majors are required to take at least 12 courses (36 credits), as follows:

- 2 semesters (6 credits) of introductory history of Western Civilization (HIST 211 and HIST 212)
- 2 semesters (6 credits) of introductory history of the United States (HIST 265 and HIST 266)
- 1 course (3 credits) in non-Western History (Asian, African, Middle Eastern, Latin American or World History)
- 1 advanced course (3 credits at 300 or above) in European history before 1800
- 1 advanced course (3 credits at 300 or above) in any field of history after 1800
- 1 research and method seminar (3 credits), HIST 480 or HIST 481
- 4 electives (12 credits)

At least six courses in the major must be at the 300 level or above

Please note: Students who declared their major before 2009 may choose the new requirements (below) if they wish.

For students declaring a history major beginning Fall 2009, the following requirements will apply. Majors are required to take a total of 12 courses (36 credits) as follows:

- HIST 101 (3 credits)
- Three 200-level history survey courses (9 credits)

  (200-level general education courses do not meet this requirement)
- Four 300-level history courses (12 credits)
- Two 400-level history courses (6 credits)

  One of these courses must meet the capstone (Research and Methods) requirement
- Two additional courses above the 100 level (6 credits)

At least one of these twelve courses must be a pre-1800 history course

Breadth requirements: Within the requirements listed above, students must take at least one course in each of the following subject areas:

- European history
- Asian history (including Japan, China, India, Vietnam, and the Middle East)
- History of the Global South (Africa and Latin America)
- United States history

The Minor

Students are required to take at least six courses (18 credits) in the department, including the following requirements:

- 2 semesters (6 credits) of Western civilization
  (HIST 211 and HIST 212)
- 1 semester (3 credits) of Introduction to American History
  (HIST 265 or HIST 266)
- 3 courses (9 credits) of which 1 may be at the 200 level, and 2 at 300 or above

Pass/Fail Option

No course fulfilling the requirements for major or minor may be taken pass/fail.

Independent Study

No more than two Independent Reading courses (HIST 488 and HIST 489) may be counted toward the requirements for the major. No more than one Independent Reading course (HIST 488 and HIST 489) may be counted toward the requirements for the minor.

Honors

To be eligible for the History Department's honors program, a student must have:

- Completed all the core requirements for graduation in the College of Liberal Arts by the end of the junior year
- Completed two semesters of Western Civilization, two semesters of the U.S.Survey, and four other courses, of which one must be a Research and Method seminar (HIST 480 or HIST 481)
- Achieved a university cumulative average of 3.0 and a 3.3 cumulative average in history courses through the junior year

A student who wishes to write an honors thesis should seek out a supervisor willing to direct the honors thesis. After receiving the approval of a supervisor, the student must apply in writing to the undergraduate studies committee for admission to the honors program, preferably before beginning the student's senior year.

An honors candidate enrolls in HIST 490 (Honors Thesis), usually in the second semester of the senior year, under the direction of his or her supervisor. The honors thesis is a research paper, generally 40-60 pages in length. Acceptance of the thesis by two of the three members of a readers' committee is required for honors.

The requirements for receiving a diploma with honors in history are:

- Satisfactory completion of all university and department requirements for graduation
- A 3.0 cumulative average for all university courses and a 3.3 cumulative average in all history courses through the senior year
- Satisfactory completion of the senior honors thesis as outlined above

Transfer Credit Policy

At least six of the twelve courses required for the major must be taken in the UMass Boston History Department. At least three of the six courses required for the minor must be taken in the UMass Boston History Department.

Department of History

Advanced Placement and CLEP

The History Department will accept up to six credits toward the major for advanced placement scores of 4 or better in European and American History, and a CLEP score of fifty (50).

Cross-Listed Courses

Courses followed by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example, "HIST 349L (AMST 349L)" indicates cross-listing with the program in American Studies.

Courses

HIST 190G
Modes of Inquiry

HIST 203G
Leaders in History

HIST 224G
Revolutionaries

HIST 290G
Globalization in Historical Perspective

HIST 101
Introduction to Historical Thinking and Analysis
This course is designed to introduce students to the discipline of history, to the way in which primary sources are used to assemble historical narratives and explanations. The course introduces students to the basic skills of historical thought and analysis, how to read and understand sources, to weigh evidence, evaluate it and place it in a larger context, and to explain why and how past events happened. Each section of the class will be focused upon a particular person, event, or theme that will allow students to examine primary and secondary sources and to use the former to evaluate the latter as a means to developing the skills appropriate to a beginning student of history.
3 Lect Hrs, 3 Credits

HIST 111
Please see HIST 211.

HIST 112
Please see HIST 212.

HIST 113
Please see HIST 213.

HIST 114
Please see HIST 214.

HIST 115L
Survey of Contemporary Asia
This broad survey course provides a basic familiarity with some of the major political, social, and cultural issues in modern Asia from the mid–nineteenth century to the present. We will deal specifically with China, Japan, Vietnam, India, Pakistan and Bangladesh. The major themes include: social inequality, religious and ethnic diversity, political conflict and economic change (South Asia); colonialism and war (South East Asia); military nationalism, revolution, alternative paths to modernity and economic development (East Asia). Asian Studies 115 is the gateway course for all students wishing to major in Asian Studies at UMass Boston.
Distribution Area: World Cultures (WC).
3 Lect Hrs, 3 Credits

HIST 150
Please see HIST 248.

HIST 151
Please see HIST 249.

HIST 152
Introduction to African History
This course is designed to provide students with a solid foundation of historical knowledge in various aspects of African Studies. The course emphasizes such themes as Islam in Africa, trade and politics in medieval Africa, slavery and the slave trade, European colonization, and the political economy of independent Africa.
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits

HIST 153
Africa in the Twentieth Century
This course focuses on major themes in the history of Africa since 1900. These include the establishment of colonial rule and colonial administrative practices, colonial economies, African nationalism and decolonization, South Africa and the politics of apartheid, and post-colonial Africa from a global perspective.
Diversity Area: International.
3 Lect Hrs, 3 Credits

HIST 155L (LATAM 155L)
Latin America before 1800
The imposition of Spanish and Portuguese institutions on the pre-Columbian civilizations in the new world, and the economic, social, religious, political, and cultural institutions that developed in Latin America. Emphasis on the differences and similarities between colonial Latin America and other contemporary and later empires.
Diversity Area: International.
3 Lect Hrs, 3 Credits

HIST 156L (LATAM 156L)
Latin America Since 1800
The histories of Mexico, Argentina, Brazil and Cuba since 1800. Emphasis on British and American Economic expansion into these countries during the nineteenth and twentieth centuries, and the resulting political and social consequences.
Diversity Area: International.
3 Lect Hrs, 3 Credits

HIST 160L (ASIAN 160L)
East Asian Civilization to 1850
An introduction to the traditional civilizations of China, Japan, and to a lesser extent, Korea, from the earliest times to the arrival of the modern industrial West in the mid-nineteenth century. Course offered in the fall only.
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits

HIST 161L (ASIAN 161L)
East Asian Civilization since 1850
An introduction to the modern transformation of China, Japan and, to a lesser extent Korea, from their encounter with the industrial West in the mid-nineteenth century up to the present day. Course offered in the spring only.
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits

HIST 165
Please see HIST 265.

HIST 166
Please see HIST 266.

HIST 178
Special Topics in History
Introduction to seminar in selected topics in history. Course content is announced during the advance registration period. Course material is consistent with other introductory history courses.
3 Lect Hrs, 3 Credits

HIST 201
Monarchs, People, and History
The origins and reasons for monarchy as an institution and social force in the Western world. Specific royal personages are studied with attention to how they attained or lost effectiveness as leaders; their goals for themselves and their

Department of History

people are stressed. These themes are explored through primary source readings. Architectural, artistic, and musical evidence are introduced in slide and tape sessions.
3 Lect Hrs, 3 Credits

HIST 202
The Individual in History
This course examines the part played by outstanding personalities in history. Was their success due to their ability to shape events? Or due to favorable historical circumstances? Focus is on famous individuals associated with major developments in modern history, such as Luther, Elizabeth, Peter the Great, Napoleon, Lenin.
3 Lect Hrs, 3 Credits

HIST 210
Industrial America: 1870 to the present
An examination of the impact of industrial change on America economic life since 1870. Consideration is also given to the social and political implications of industrialism. A major focus of the course is the conflict between those who have argued that industrial development is best achieved in an atmosphere of laissez-faire and those who have called for greater government involvement in the economy.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 211
Foundations of Western Civilization
A survey of European history from the golden age of Greece in the fifth century BCE to 1715, laying particular stress on politics, culture, and religion. Major topics examined will include the culture of ancient Greece; the rise of Rome and the ideology of the Roman Empire; the early development of Christianity and its impact on the ancient world; the evolution of new political forms in the Middle Ages; medieval Christianity; the impact of Renaissance efforts to revive Greek and Roman civilization; the Protestant Reformation and Catholic responses to it; and the scientific and intellectual culture of the seventeenth century. In addition to broad coverage, the course will devote attention to critical examination of a selection of key historical texts. (Formerly HIST 111.)
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits

HIST 212
Modern Western Civilization
This course traces the history of Western civilization from the enlightenment of the eighteenth century up to the transformations that took place in the 1990s. It is a history of revolutions and wars, ideologies and institutions. It is also a history of people, the lives they led and the decisions they made. In this period Western European nations, and a former colony, the United States, became the dominant powers in the world. During the last three centuries, Western civilization has influenced the lives of all people, whether they lived in the west or in other parts of the world. By studying Western civilization, we therefore come to understand a great deal about our present-day world and the lives we lead. (Formerly HIST 112.)
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits

HIST 213
World History to 1800
This course considers the ways that disparate parts of the world were interconnected and interdependent before the modern era. Through studies of the growth of civilizations across the continents, the rise of world religions, the development and later transformations of the silk roads, and the early modern colonial projects of Europe, students will have opportunities to consider how religion, language, empire, and trade created common spaces for peoples from diverse regions of the world. Topics range from early urbanization in Egypt and Mexico, to the Islamic empire, the Asian world system, Europe's shift from periphery to core, the civilizations of the Americas, and the rise of the African slave trade in the transatlantic context. (Formerly HIST 113.)
3 Lect Hrs, 3 Credits

HIST 214
Modern World History
This course offers an examination of the processes of modernization and globalization since the late eighteenth century; their connections to imperialism, colonialism, and war; and their relationships to changing perceptions of society, politics, economics, gender, and culture in different regions of the world. (Formerly HIST 114.)
Distribution Area: Social and Behavioral Sciences (SB).
Diversity Area: International.
3 Lect Hrs, 3 Credits

HIST 223
Revolutions in Modern History
An introduction to the French, Russian, Chinese, and Vietnamese revolutions, and to Marxism in Europe.
3 Lect Hrs, 3 Credits

HIST 230
Nationalism in the Modern World
This course is divided into two parts. The first part focuses on the origins, development and implications of nationalism as an ideological force and on the modern nation-state as its socioeconomic and political expression. The second part of the course examines the emergence and subsequent development of three twentieth-century national movements—the Irish, Jewish and Arab. There is continual reference to the nineteenth-century European roots of these movements as well as to their similarities and differences.
Prerequisite: Sophomore standing or permission of the instructor.
3 Lect Hrs, 3 Credits

HIST 248
Early Islamic History
This course explores the history of Islamic civilization from its foundation in the seventh century to the establishment of the Ottoman Empire in the fourteenth century. After examining the consolidation of the Arabian Peninsula under the Prophet Muhammad and the early Caliphs, we will turn our attention to the Umayyad and Abbasid states. The course will conclude with a discussion of the Mongol invasion of the Middle East/West Asia in 1258 and its aftermath. Topics to be covered include early Islamic political philosophy, the emergence and development of Islamic law, the position of minority groups within various early Islamic states, early Islamic approaches to gender and sexuality, and how this formative period of Islamic history is remembered both inside and outside of the Middle East/West Asia today. (Formerly HIST 150.)
Prerequisite: Sophomore standing.
Diversity Area: International.
3 Lect Hrs, 3 Credits

HIST 249
Modern Middle East History
This course begins where HIST 248 ends, with an exploration of the early Ottoman Empire as a European and Middle Eastern/West Asian state. It then turns to the transformation of this state in the context of European imperialism. Finally, it examines the construction of post-Ottoman borders, mandates, and nation-states. The first half of the term will focus on the period between 1299 and the First World War. The second half will be devoted to twentieth- and twenty-first-century case studies. Although our framework of inquiry will be political and legal history broadly conceived, we will read a variety of sources—including

Department of History

religious texts, philosophy, literature, and travelogues—to help us understand the modern history of the region. (Formerly HIST 151.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 250
Women and Islam: Marriage and Divorce
This course will examine the legal, social, political, and literary aspects of marriage and divorce in Egypt, Iran, and Turkey. Questions to be discussed include: How has family law changed according to time and place? Are there any continuities across the Muslim world? What roles have nationalism, Islamism, feminism, and revolution played in recent reinterpretations of marriage and divorce?
Prerequisites: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 265
American History before 1877
Beginning with the history of North America prior to the voyages of Columbus, HIST 265 examines the impact of Europeans upon indigenous peoples, and studies the evolution of colonial settlements in British North America. It covers the causes and consequences of the American Revolution, the subsequent development of democratic political and social institutions, the emergence of transportation, market, and industrial revolutions, and the coming of the sectional conflict and civil war. (Formerly HIST 165.)
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits

HIST 266
American History since 1877
HIST 266 begins in the aftermath of the Civil War and Reconstruction and examines the nature and impact of urbanization, immigration, and industrialization. The course then examines the growth of American imperialism and the nation's rise to world power status. It also focuses on cycles of economic change, including the Great Depression and the enormous expansion of the middle class after World War II. The course will also examine the Cold War in both its worldwide impact, such as wars in Korea and Vietnam, and on the domestic front. Finally, the course examines the transformation of society and culture in the second half of the twentieth century. (Formerly HIST 166.)
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits

HIST 300
Ancient Civilization to 600 BC
Civilization's birth and progress in Mesopotamia, Egypt, and Canaan, including the Hebrew achievement. This course emphasizes the role of cities and social and intellectual life with extensive slides stressing art and archaeological digs.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 301L (CLSICS 301L)
Ancient Greek History
This course provides a survey of the origin, rise, and development of ancient Greek civilization from the arrival of the Greeks in Europe until the death of Cleopatra (approximately 1600 - 30 BC). Emphasis is placed on the rise of the Greek city-state and the spread of Greek culture to the East.
3 Lect Hrs, 3 Credits

HIST 302L (CLSICS 302L)
Roman History
This course focuses on the Roman state from its origins until the triumph of Christianity from about 700 BC to 300 AD. Republic and Empire receive equal attention.
3 Lect Hrs, 3 Credits

HIST 303L (CLSICS 303L)
The Archaeology of Ancient Greece
This course provides a survey of Greek archaeology and history from the Bronze Age through the Classical Era. Students are introduced to the methods and aims of archaeology. The course begins with the Minoan and Mycenaean eras; the Dark Age and emergence of the full Hellenic era are treated, with emphasis on the city-states of the Greeks. The course makes extensive use of images and surveys the art and architecture of the Greeks in the context of primary literary sources.
Prerequisite: Sophomore standing or departmental approval.
Distribution Area: World Cultures (WC).
3 Lect Hrs, 3 Credits

HIST 304
The Dark Ages
Beginning with the decline of the Roman Empire, this course discusses German, Muslim, Viking and Magyar invasions, the development of Catholicism in Western Europe and of Eastern Orthodoxy in the Byzantine Empire, the Arabic contribution to mathematics, science, and philosophy and the institutions of feudalism and manorialism. The course concludes with the economic, demographic and urban revival which began around 1000 AD. (Course offered in the fall only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 305
The High and Later Middle Ages
Beginning with the Great Revival around the year 1000 AD, this course traces the development of feudal monarchies, parliamentary institutions and the common law, the conflict between Church and State, the rise of universities and the growth of the New Learning, the development of Gothic art and architecture, and the vigorous urban life which presaged the bourgeois civilization of the modern era. The course concludes with the adversities—famine, plague, and war—of the fourteenth and fifteenth centuries. (Course offered in the spring only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 306L (CLSICS 306L)
The Archaeology of Ancient Rome
This course provides a methodological approach to Roman archaeology as a key to understanding the history and culture of Rome and its empire from the city's origins in about 750 BC through the height and decline of Roman civilization during the first through fourth centuries AD. The course makes extensive use of images and surveys the art and architecture of the city in the context of primary literary sources.
Prerequisite: Sophomore standing or permission of instructor.
Distribution Area: World Cultures (WC).
3 Lect Hrs, 3 Credits

HIST 308
The History of Common Law
The principles underlying the evolution of law in Western Europe. Emphasis on England during the Middle Ages. Some of the legal concepts and procedures necessary in understanding medieval history and common law. Recommended for pre-law students. (Course offered in the fall only.)
Prerequisite: Sophomore standing or permission of instructor.
3 Lect Hrs, 3 Credits

HIST 309
The Mediaeval Mind
Through literary, philosophical, and religious masterpieces from the period, this interdisciplinary seminar probes the culture which created the modern West and considers the

Department of History

differences between its modes of thought and moral values and ours. (Course offered in the spring only.)
Prerequisite: Sophomore standing or permission of instructor.
3 Lect Hrs, 3 Credits

HIST 311
Europe in the Age of the Enlightenment
The main currents of eighteenth century European thought in their historical setting. Attention to social and political factors in cultural development. Topics include the Scientific Revolution and the rise of secularism, the shift from corporative to class society, enlightened despotism, popular culture and the democratization of knowledge, war and the struggle for empire.
Prerequisite: Sophomore standing.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits

HIST 312
Cities in Early Modern Europe
This course offers a survey of urban life in Europe between 1400 and 1750. The course begins by examining how mercantile culture, religious and rural life, and political and artistic patronage shaped the urban experience in Florence and Venice. It then proceeds north of the Alps and explores the ways in which German, English, and French urban life influenced and intersected with the development of Protestantism, the wars of religion, the English civil war, and the emergence of absolutism.
3 Lect Hrs, 3 Credits

HIST 313
Nineteenth Century Europe
A political, social and cultural history of Europe from 1815 to 1900, including the history of each major European nation.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 315
Europe 1900-1945
Political, social and intellectual history of Europe from 1900 to 1945. Emphasis on the origins of the World Wars, European totalitarianism, the Great Depression and inter-war societies.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 316
Europe since 1945
Political, economic, social, and intellectual history of Europe with attention to extra-European influences, from 1945 to the present.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 317
Mussolini and Italian Fascism
An analysis of Mussolini's personality and of Fascist doctrine and practice. The nature of Fascism, its origins and its significance for the modern world is examined. The influence of Italian Fascism in other countries of Europe and in America is discussed.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 318
Advanced Topics in History
Intensive study of selected topics in history. Course content is announced during the advanced registration period. Course material is consistent with other advanced level history courses.
Prerequisite: Standing as history major or permission of instructor.
3 Lect Hrs 3 credits

HIST 320
Tudor-Stuart England
An introduction to English history from the high Middle Ages. Emphasis on the political crises of the sixteenth and seventeenth centuries, to 1660. (Course offered in the fall only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 321
England in the Age of Revolution, 1660 to 1850
English history from 1660 to 1850 with emphasis on the transformation of life and institutions in the eighteenth and nineteenth centuries. (Course offered in the spring only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 323
Russia before 1861
A survey of the political, economic, social and intellectual development of Russia, from Kiev to the emancipation of the serfs in 1861. (Course offered in the fall only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 324
Russia since 1861
A survey of the political, economic, social and intellectual development of Russia, from 1861 through the Soviet Union in the second World War. (Course offered in the spring only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 326
Hitler, A Man and His Times
A focus on the life and career of Adolph Hitler to elucidate an important period in German and European history. (Course offered in the spring only.)
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits

HIST 327
Germany since 1945
This course traces the emergence of the two distinct German states from a common heritage.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 328
Germany to 1815
Medieval origins of Germany, the Reformation, the rise of Brandenburg-Prussia, the German Enlightenment, the German and the French Revolution.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 329
Germany, 1815-1945
German liberalism, nationalism, and conservatism in the nineteenth century, the revolution of 1848, unification, World War I, Weimar, and the Nazi period. (Course offered in the fall only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 330
The French Revolution
History of the efforts of the French people to overthrow the social system of the old regime and to replace it with one more suited to their needs.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 331
France since 1789
Political, economic, social and cultural history of France from the origins of the Revolution of 1789 to the present. Emphasis on the formative crises, revolutions and war, which have shaped French institutions and thought.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 334
Italy since 1815
The most significant events in modern Italian history including the Risorgimento,

Department of History

the Giolittian Era, the beginnings of Socialism, the rise and fall of Fascism, the Republic, and the growth of terrorism.
Prerequisite: Sophomore *standing.*
3 Lect Hrs, 3 Credits

HIST 335
Spain to 1713
Discussion of Spain in the ancient and medieval period is followed by a survey of its role as the Western world's first superpower under Charles I and Philip II in the sixteenth century. Its subsequent decline is discussed in the context of Spain's continuing cultural and social contributions in Europe.
Prerequisite: Sophomore *standing.*
3 Lect Hrs, 3 Credits

HIST 337
Ancient Jewish History
Political, social and intellectual development in Jewish society from late biblical antiquity to the early centuries of the Christian era. Attention to the interaction with ancient Near Eastern, Graeco-Roman, and Christian societies and cultures.
Prerequisite: Sophomore *standing.*
3 Lect Hrs, 3 Credits

HIST 338
Jewish History since 1500
Political, social and intellectual development in Jewish society in Western and Eastern Europe and the Near East, from the late fifteenth century to the creation of Israelin 1948. Attention to Jewish experience in the age of absolutism and mercantilism, Marranos and Messianism, Polish Jewry and Hasidism, enlightenment, emancipation and nineteenth century responses to modernism, and Jewish experience in the twentieth century.
Prerequisite: Sophomore *standing.*
3 Lect Hrs, 3 Credits

HIST 339
Modern Irish History from 1800 to present
This course examines the forces and movements in the development of Irish nationalism from 1800 to the achievement of national independence. The course also explores the history of an independent Ireland. (Course offered summer only.)
Prerequisite: Sophomore *standing.*
3 Lect Hrs, 3 Credits

HIST 349L (AMST 349L)
The Cold War: Rise and Fall
This course examines the shifting US and Russian images of each other during the rise and fall of the Cold War. It focuses in particular on the way that issues of difference play out in the US/Soviet/Russian encounter, and on the emergence of public perceptions which linked struggles for racial, gender, and social equality with Communism and its agents. (Course offered in the fall only.)
Prerequisite: Sophomore *standing.*
Distribution Area: Humanities (HU).
Diversity Area: International.
3 Lect Hrs, 3 Credits

HIST 352
Topics in African History
An intensive study of selected themes in African history; although the approach is thematic, attention is given to essential chronology and to regional differences. Topics, which vary from semester to semester, include African economic history; pan-Africanism and nationalism; post-colonial Africa: its prospects, developments, and crises; religion in Africa; and African urban history.
Prerequisite: Sophomore *standing.*
3 Lect Hrs, 3 Credits

HIST 357
The Vietnam War
This course covers the period from 1945 to 1975, with attention to the Vietnamese Revolution and its American and Vietnamese adversaries. Topics include origins of the Cold War and US policy in Indochina; Vietnam's peasant revolution and Communist Party; society, economy, and ideology of the Saigon milieu; the US anti-war movement; and US soldiers and veterans of the Vietnam War era.
Diversity Area: International.
3 Lect Hrs, 3 Credits

HIST 358
War in the Twentieth Century
A study of military plans, strategy and weapons employed in twentieth century wars, and their consequences on the battlefield, together with their larger impact on the societies involved. Emphasis on the two world wars and the Vietnam War. The course concludes with a review of current military plans and weapons systems of the world powers in the perspective of military history since 1914. (Course offered in the spring only.)
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

HIST 359L (ASIAN or WOST 359L)
Women in Modern China
This course examines the social and cultural roles of Chinese women, and their changes over time. Emphasis is given to twentieth-century China, especially the People's Republic period.
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits

HIST 360L (ASIAN 360L)
Traditional China
A survey of traditional China from ancient times to about 1800, with emphasis on cultural, intellectual, and social developments.
Prerequisite: Sophomore *standing.*
3 Lect Hrs, 3 Credits

HIST 361L (ASIAN 361L)
The History of Modern China
A survey of the political, social, and intellectual development of China from 1800 to the present, with emphasis on Sino-Western relations and twentieth century reform and revolution. (Course offered in the fall only.)
Prerequisite: Sophomore *standing.*
Diversity Area: International.
3 Lect Hrs, 3 Credits

HIST 362L (ASIAN 362L)
Traditional Japan
A historical survey of cultural, political, social, and economic developments in Japan from ancient times to about 1800, with special emphasis on the formation of the cultural and social traditions of Japan.
Note: HIST 160L (ASIAN 160L) is strongly recommended, although not required, as preparation for this course.
3 Lect Hrs, 3 Credits

HIST 363L (ASIAN 363L)
Modern Japan
A historical survey of economic, social, political and cultural developments in Japan from 1800 to the present, special consideration of economic and foreign policy problems.
Prerequisite: Sophomore *standing.*
Diversity Area: International.
3 Lect Hrs, 3 Credits

HIST 364
India since 1857
Intended to be an introduction to the Indian subcontinent as it emerged from British rule to independence. Designed for students interested in this area and the Third World, regardless of major. The framework of the course is historical, but it also deals with social and religious institutions such as the caste system, as well as economic and political change in a traditional society.
Prerequisite: Sophomore *standing.*
Diversity Area: International.
3 Lect Hrs, 3 Credits

Department of History

HIST 365
The Middle East, 1798-1914
Impact of the Western world on the Middle East and the Middle Eastern response, especially the latter, from 1798 to 1914. Comparative analysis of the different societies of the area and their political, economic, and social structures.
Prerequisite: Sophomore standing.
Diversity Area: International.
3 Lect Hrs, 3 Credits

HIST 366
The Middle East since 1914
Impact of the Western world on the Middle East and the Middle Eastern response, especially the latter, from 1914 to the present. Comparative analysis of the different societies of the area and their political, economic, and social structures.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 367
India from 1947
This course introduces history students to four main themes of post-colonial India (1947 onward): The practice of electoral democracy in the world's second-most-populous country, the struggle against deep social inequality, the quest to balance economic growth with social justice, and the difficulties of managing religious and cultural diversity on such a gigantic scale. Students will have a chance to think about many different issues, from religious plurality to communal violence, from Bollywood to economic liberalization, from thriving democracy to festering insurgencies, from nuclear power to nonviolence, from secularism to genocide. We will read major writers, commentators, and critics whose writings on India are well known all over the English-speaking world. This is an introductory course; no prior exposure to South Asia is expected or required.
3 Lect Hrs, 3 Credits

HIST 368
Slavery in Africa
With a focus on the period from 1400 to the twentieth century, this course examines the history of slavery and the slave trade in Africa. Broad themes include the nature of slavery in Africa; the origins, both internal and external, of the slave trade; and the dynamics, economics, and overall significance of the slave trade and slavery in Africa. (Course offered in the fall only.)
Prerequisite: Sophomore standing or permission of instructor.
3 Lect Hrs, 3 Credits

HIST 370
Colonial America to 1763
The English background of emigration and settlement. The evolution of imperial institutions; American social, economic, and religious development. Emphasis on political ideas, institutions and behavior in the seventeenth and eighteenth centuries.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 371
The American Revolution, 1763-1789
The development of the conflict with Britain, 1763-1776, the Revolutionary War and its effect, the forming of republican institutions for state and federal governments.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 372
The Early Republic
Survey and analysis of the early development of the United States as an independent federal republic. Focus is on key issues: civil liberties, slavery and the first emancipation, federalist economic policy, neutrality, war, institutional growth (presidency, congress, judiciary, political parties), and changes in the social, ideological and cultural environment. (Course offered in the spring only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 373
American Slavery
The African-European heritage of slavery, the Atlantic slave trade, the origins of slavery in the United States, its early abolition in the North and continued development in the South, culture of the slave community, black resistance and rebellion, the attack on and the defense of slavery, its final destruction in the Civil War, and the lasting significance of slavery in American life.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 375
The US Civil War and Reconstruction
Causes of the Civil War, its social, political, and ideological history, and the problems and results of Southern Reconstruction. (Course offered in the spring only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 376
American Urban History
The urbanization of the United States from the colonial era to the present, with coverage of chronological and geographical developments as well as special topics of city life. (Course offered in the spring only.)
Prerequisite: Sophomore standing.

HIST 377
The Old South
The history (social, political, economic, intellectual) of the South and the development of a distinctive region and culture from the first permanent English settlement at Jamestown to the firing on Fort Sumter, with coverage of such topics as climate, staple crop agriculture, economic colonialism, the institution of slavery, the Virginia dynasty, Whitney's gin, the black belt and the rise of King Cotton, Nullification, filibustering, removal of the Indians, Southern violence, women on pedestals, ante-bellum literature and religion, moonlight and magnolias, and the harsh realities of the militant South on the eve of the Civil War.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 378
American Legal History
An exploration of the evolution of three major areas of private law: torts, contracts, and property. The primary focus of the course is the way in which law both reflects and changes social and economic conditions. In addition, the course examines the legal dimensions of historical changes in American life. Finally, the course introduces students interested in the law to forms of legal analysis and to a number of major landmark decisions in the area of private law.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 379
The United States, 1900-1945
American politics and culture from the end of World War II to the present.
Prerequisite: HIST 266 or permission of instructor.
3 Lect Hrs, 3 Credits

HIST 380
The United States since 1945
American politics and culture from the end of World War II to the present.
Prerequisite: HIST 266 or permission of instructor.
3 Lect Hrs, 3 Credits

HIST 381
The History of American Religion
The history of religion in America from the earliest settlements to the present day. Particular attention is given to the nature and content of belief among the various

Department of History

American denominations, and to the ways in which those groups have attempted to put their beliefs into practice.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

HIST 383
History of the American West
With a long and diverse story, the American West has a narrative peopled by many distinct indigenous peoples, Mexicans and Mexican Americans, Asians and Asian Americans, African Americans, and immigrants from European countries. In this course, we will begin with indigenous peoples before the arrival of Europeans, then examine their early contacts with the newcomers. The course will then explore an array of topics, including the Spanish in the Southwest, the fur and hide trades, the westward expansion of the United States, gold rushes and the arrival of industrialization, farming and the Dust Bowl, the West as myth and commodity, and issues that remain central to the region today, such as American Indian sovereignty, urban growth, conservation, and immigration.
3 Lect Hrs, 3 Credits

HIST 387
US Foreign Policy since 1898
Survey of United States foreign policy and diplomatic relations with other powers from the turn of the century to the present. Emphasis on domestic sources of foreign policies and on such general topics as war: World Wars I and II, Korea and Vietnam, and the Cold War, and the debate over America's role in world affairs.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 388
Twentieth Century Vietnam
Examination of the rural and pre-industrial Vietnamese social order as it evolved through phases of colonialism and World War, revolution and guerrilla warfare. The course proceeds from a Vietnamese perspective, illustrating the dilemmas faced by peasants in an era of modernization.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 389
The History of Modern Terrorism
This course studies the phenomenon of terrorism by considering twentieth-century political movements that have used or are using terror to achieve their objectives. The course develops an analytical framework for the study of terrorism and uses this framework in exploring the historical backgrounds, objectives, ideologies, tactics, and membership profiles of selected groups, and in considering the responses of their opponents. Groups to be studied include the IRA, the Irgun, the PLO, the Baader-Meinhof, and the Ku Klux Klan.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits

HIST 395
The History of Boston
A general survey from 1630 to the present, emphasizing the variety of people who gave this seaport its special character and prominence in American history.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 398
The Constitutional History of the United States
This course proposes to examine the changing constitutional structure—national, and federal as it applies to states, and the triune separation of powers within the national government—from 1781 to the present.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

HIST 433
Mussolini
A focus on the life and career of the Italian Fascist premier.
3 Lect Hrs, 3 Credits

HIST 440L (AMST 440L)
The United States in Global Context
This course will situate the United States in a global context by considering US and non-US perspectives on key events of the twentieth century. Special focus: Public, media/arts as well as government perspectives.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

HIST 478
Special Topics Seminar in History
Course content is announced during the advance registration period. Course material is consistent with other departmental seminar offerings.
Prerequisite: Standing as history major or permission of instructor.
3 Lect Hrs, 3 credits

HIST 479
Special Topics Seminar in History
See HIST 478.

HIST 480
Seminar in European History
A problem course intended to give training in historical research and writing. The field of European study varies each semester.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

HIST 481
Seminar in American History
A problem course intended to give training in historical research and writing. The field of American study varies each semester.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

HIST 482
Seminar in African History
History 482 examines the trends and approaches in the study of sub-Saharan Africa. The focus in on methodology and perceptions and their implications on the image of Africa as presented by historians/scholars over the last two centuries.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

HIST 487
Cooperative Education/Internship, History
Through the cooperative education/internship program majors in the history department are placed in paid work assignments or non-paying internships which relate to studies in applied history. Work periods are generally six months and begin in either January or July. Students are placed by the cooperative education/internship office and awarded credit for study in conjunction with the work experience: typically six credits for full time work and three credits for part time work. Credit is awarded only to students who successfully complete a study plan submitted to and approved by a member of the department. The plan should detail a body of work equivalent to that expected in a classroom-based course for the same number of credits. The study plan should include appropriate reading and writing assignments.
Prerequisites: Sophomore standing and permission of the department chairperson, the director of cooperative education, and the instructor. By application and interview only.
3-6 Credits

HIST 488
Independent Reading
Guided reading and research; may be used in departmental honors program.
Prerequisite: Junior standing.
Hrs by arrangement, 3 Credits

Department of History

HIST 489
Independent Reading
See HIST 488.

HIST 490
Honors Thesis
A major research paper written under the supervision of a member of the department and defended before an Honors Committee. Students completing this work successfully will graduate with honors in history.
Prerequisites: Senior standing as a history major, a 3.0 general cumulative average, and a 3.3 cumulative average in history.
Hrs by arrangement, 3 Credits

HUMANITIES COURSES

Humanities courses are offered through the CLA departments listed in parentheses after each course number.

Courses

HUMAN 220L (MDNLNG 220L)
Hades, Heaven, and Hell
This team-taught, interdisciplinary course first explores Hades from Ovid to Cocteau. It then moves to heaven and hell to examine the Christian symbolism of good and evil, angels and devils, sin and redemption in European literature, film, and the arts.
3 Lect Hrs, 3 Credits
Distribution Area: Humanities (HU).
Ms Bassanese and Staff

HUMAN 240L (MDNLNG 240L)
Images of War
This course examines the historical and cultural background, in literature and film that arose out of World Wars I and II, with a focus on the reading and analysis of classic war novels and poetry in Italian, German, Russian, Japanese and American literature.
Distribution Area: Humanities (HU).
Ms Burgin
3 Lect Hrs, 3 Credits

HUMAN 271 (German)
The Literature of the Holocaust
An analysis of, primarily, the imaginative literature written about Jewish suffering and death under the Nazis. The course begins with a brief history of the Holocaust. On occasion the course includes a guest lecture as well as an interview with a survivor.
3 Lect Hrs, 3 Credits

HUMAN 275 (English)
The Literature of War: World War I to Vietnam
This course is an introductory survey of the literature of war in the twentieth century. It focuses mainly on the American experience, though readings also include British, German, and Vietnamese materials. Participants study the historical, cultural, and individual contexts of primarily fictional works.
3 Lect Hrs, 3 Credits
Mr Bowen

HUMAN 283 (English)
The Image of Women in Literature
Archetypes and stereotypes of women in works by such writers as Chaucer, Shakespeare, Flaubert, Hawthorne, James, Ibsen, Chekhov, Hemingway, Faulkner, Mailer, and Lessing.
3 Lect Hrs, 3 Credits
Ms Dittmar

INTERNATIONAL RELATIONS MINOR

Director

Professor Primo Vannicelli, Department of Political Science and International Relations

The Minor

The minor in International Relations is intended for students interested in pursuing a special focus in international studies while also planning to complete one of the established majors at the university. The curriculum includes completion of seven courses and a foreign language/international experience requirement (this is in addition to other courses needed for the student's major).

The minor provides a valuable foundation to prepare students for careers with an international dimension, further training in the business world, nongovernmental organizations, careers in the foreign service, and graduate study. Although based in the Department of Political Science and International Relations, this minor can be combined with any major (examples of recent graduates include majors in political science, languages, history, economics, anthropology, biology, management/international business, and geography).

Curriculum

The minor builds on a core of courses that give students the conceptual tools to understand the complex and changing web of interactions that characterize international relations and the growing globalization of the contemporary world. In addition, the minor encourages specialization in one of the fields of concentration (Area and Sociocultural Study, International Conflict and Cooperation, International Political Economy) and the study of a foreign language and/or international experience. Students in the minor are also expected to acquire basic competence in world history and world geography.

Admission

Any student, regardless of major, may enroll in this minor after an initial discussion with one of the faculty advisers and/or the program director. An individualized study plan is prepared for each student—based on the student's interests and future goals. Subsequent meetings will encourage students to monitor their progress and, if needed, adjust their study plans as indicated by changing interests

Required Courses

For course descriptions, please refer to entries by department in this catalogue. Additional information is available in the Political Science Department office—where you can also consult course syllabi.

A. **Introductory Course:** POLSCI 220 (International Relations)

B. **Fields of Concentration:** Five courses, including a minimum of one course from each of three categories.

B1. Area and Sociocultural Study

ANTH 270-274 (Culture Areas of the World)

ANTH 363 (Cultural Ecology)

EEOS 102 (World Regional Geography)

EEOS 352 (Political Geography)

LATAM 101 (Culture and Society in Contemp. Latin America)

HIST 160, 161 (East Asian Civilizations)

POLSCI 201 (Politics of Industrialized Societies)

POLSCI 202 (Politics of Developing Nations)

POLSCI 225 (WWII Internment of Japanese-Americans)

POLSCI 349 (Cities and World Development)

POLSCI 353 (European Political Development)

POLSCI 354 (Postwar European Problems)

POLSCI 360 (Government and Politics of Britain)

POLSCI 361 (Politics of Eastern Europe)

POLSCI 363 (Politics and Society in Present-Day Russia)

POLSCI 366 (Media and International Affairs)

POLSCI 369 (Politics of the Middle East)

POLSCI 371 (Latin American Politics)

POLSCI 372 (Central American Politics)

POLSCI 385L (Politics of Middle East)

POLSCI 387 (Govt and Politics of China)

POLSCI 430 (Russia and Other Successor States)

SOCIOL 272 (Social Change in the Third World)

MDNLNG 200 (Europe Today)

WOST 110 (Women in Global Perspectives)

* UMass Boston overseas study programs (contact Study Abroad Office for information)

B2. International Conflict and Cooperation

POLSCI 307 (Political Change and Group Identity)

POLSCI 376 (Religion and International Relations)

POLSCI 402 (World Politics and World Order)

POLSCI 404 (Arab-Israeli Conflict)

POLSCI 411 (International Organizations I)

POLSCI 412 (International Organizations II)

POLSCI 415 (Law and International Relations)

POLSCI 422 (Nationalism)

POLSCI 424 (American Foreign Policy)

POLSCI 430 (Russian Foreign Policy)

HIST 388 (History of East Asian–American Relations)

HIST 349 (America and Russia)

ASIAN 388 (East Asian–American Relations)

WOST/ANTH 295L (Introduction to Human Rights)

* UMass Boston overseas study programs (contact Study Abroad Office for information)

B3. International Political Economy

POLSCI 355 (The European Union)

POLSCI 357 (Food Policy)

POLSCI 375 (Third World Development)

POLSCI 410 (Politics of International Economic Relations)

ECON 334 (International Trade)

ECON 335 (International Finance)

ECON 336 (Economic Development)

ECON 337 (The African Economy)

ECON 338 (Latin American Economy)

ECON 372 (Comparative Economic Systems)

ECON 435 (The Multinational Corporation)

MGT 434 (Managing in the Global Economy)

MGT 435, 436 (International Perspectives on Business and Government)

International Relations Minor

WOST/SOC 355L (Gender, Development and Globalization)

C. **Senior Project:** IR 499 (Seminar in International Relations)

This seminar has three major goals: integrating the knowledge gained from other courses already taken in the program; review of different approaches and perspectives on international relations; and completion of a substantial research project.

D. **Foreign Language / International Experience**

The purpose of this requirement is to assure that students gain insight into other cultures outside the United States, either by participating in a program of study overseas or by completing courses in a foreign language. Through immersion in another language and/or through experience in a different country, students develop an appreciation for other cultures and a critical perspective on global awareness.

Related Programs

Students are encouraged to complete a focused program of study in the culture and language that relates to their specific interest within international relations. Related minors, majors, or programs are available in the following departments: Modern Languages, Hispanic Studies, Asian Studies, Africana Studies.

Minor in Management

Students with a potential interest in a career in international business may find it helpful to complete a minor in management in addition to their major (in any area of interest) and the minor in international relations.

LATIN AMERICAN STUDIES PROGRAM

Director

Associate Professor Ann Blum

The Program

Latin American Studies is an inter-disciplinary program housed in the Department of Hispanic Studies. The program offers a general and comprehensive consideration of the literary, economic, historical, anthropological, artistic and political currents in Latin America, and an overview of the communities of Hispanics living in the United States.

The Latin American Studies Program is designed for students interested in the humanities, social sciences, Spanish and Portuguese, and management. It prepares students for careers in government, business, journalism, in public and private agencies, and prepares them for graduate study in a broad range of specializations. Many students enroll in the Latin American Studies Program to gain richer and fuller understanding of their own life experiences or of those of the people around them.

The Latin American Studies Program provides students with the opportunity to immerse themselves in the mores and culture of the people of Latin America by sponsoring numerous lectures and cultural events. These offerings help introduce students to one another and give them group experiences with others interested in the same field of study.

Study Abroad

Many students who enroll in the program earn academic credits through study abroad programs in language, culture, and politics, including the University's program for field study of political economy in Cuernavaca, Mexico.

Petitions

All petitions concerning study abroad or independent study must be submitted in writing to the Chair of Hispanic Studies one semester in advance.

Prizes

The program awards two prizes:

- The annual Latin American Studies Book Prize, to the graduating concentrator with the highest GPA
- The Susan C. Schneider Memorial Prize in Latin American Studies, to an outstanding student who combines academic excellence with commitment to social justice in Latin America and for Hispanics in the U.S.

Program of Study

The Latin American Studies Program consists of 6 courses, with one of the program's 100-level courses and a senior seminar required. Electives are based on offerings within the Latin American Studies Program and include courses on Latin American topics taught in the departments of Hispanic Studies, Anthropology, Economics, History, and Political Science.

For matriculated students, successful completion of the program is recorded on official university transcripts when they have met all graduation requirements. Non-matriculated students receive a certificate of completion.

Declaring the Program of Study

Students wishing to declare Latin American Studies as a program of study should make an appointment with the Chair of the Hispanic Studies Department, who will assist with the paperwork and assign an advisor in the program. To arrange an appointment, see the Hispanic Studies Department Office Administrator, McCormack Building, 4th floor, Room 618, 617-287-7550.

The Major

Students may major in Latin American Studies alone, or as part of a double major, through the Individual Majors Program.

Requirements

I. For Admission to the Program:

A. Sophomore standing; completion of at least one course in any of the following disciplines: social sciences, Portuguese, Spanish, or management.

B. Completion of one of the following courses:

- LATAM 100 (Native Peoples of South America)
- LATAM 101 (Latin America: Contemporary Society and Culture)

C. Knowledge of the Spanish or Portuguese language, or a firm commitment to acquire such knowledge.

II. For Completion of the Program:

A. Four elective courses, of which at least three must be chosen from the list below:*

- ANTH 273 (Peoples and Cultures of Mesoamerica)
- ANTH 274 (Peoples and Cultures of the Caribbean)
- ANTH 336L (LATAM 336L) (Ancient Mesoamerica)
- ANTH 338L (LATAM 338L) (Ancient Peru)
- ECON 338 (Latin American Economy)
- LATAM 155L (HIST 155L) (Latin America before 1800)
- LATAM 156L (HIST 156L) (Latin America since 1800)
- LATAM 205 (Latin American Film)
- LATAM 210G (Food, Culture, and Society in Latin America)
- LATAM 250 (The United States and Intervention in Central America)
- LATAM 270 (Human Rights in Latin America)
- LATAM 290 (Central America: Society and Culture)
- LATAM 300 (Eyewitness Accounts of Spanish Conquest in North and South America)
- LATAM 301 (Hispanics in Urban America)
- LATAM 302 (Puerto Rico: Modernity, Cultural Identity and Politics)
- LATAM 303 (Reform and Revolution in Latin America)
- LATAM 305 (The Caribbean)
- LATAM 340 (Latin America in the Age of Globalization)
- LATAM 350 (Latin American Popular Cultures)
- LATAM 478, 479 (Independent Study)
- LATAM 480 (Seminar in Latin American Studies)
- LATAM 481 (Capstone Seminar)
- LATAM 485 (Special Topics)
- POLSCI 371 (Latin American Politics)
- POLSCI 372 (Central American Politics)
- PORT 375L (LATAM 375L) (Brazilian Civilization)
- PORT 480 (Studies in Luso-Brazilian Literature)
- SOCIOL 325 (Religion and Social Change in Latin America)
- SPAN 261 (Modern Latin American Literature in Translation)
- SPAN 265 (Latin America: Literature and Revolutions)
- SPAN 352 (Survey of Spanish-American Literature)

Latin American Studies Program

- SPAN 361 (Spanish-American Civilization)
- SPAN 362 (Spanish-American Short Story)
- SPAN 364 (Spanish-American Essay)
- SPAN 367 (Literature of the Hispanic People in the US)
- SPAN 368 (Nineteenth Century Spanish-American Literature)
- SPAN 454L (LATAM 454L) (Argentina)
- SPAN 461 (Spanish-American Colonial Literature)
- SPAN 462 (Contemporary Spanish-American Poetry)
- SPAN 467 (Contemporary Spanish-American Fiction)
- SPAN 468 (The Caribbean: Cultural and Intellectual History)
- Students may choose one, but only one, of their four electives, from the list below; these courses focus on Latin America and/or the Third World:**
- ANTH 251 (Peasant Society)
- ANTH 371 (Afro-American Ethnology)
- ANTH 451 (Developmental Anthropology)
- AFRSTY 310 (Modern Caribbean Society)
- ECON 335 (International Economics)
- ECON 336L (Economic Development)
- PHIL 337 (Third World Political Philosophy)
- POLSCI 202 (Comparative Politics of the Third World)
- POLSCI 349 (Cities and World Development)
- POLSCI 351 (The Politics of National Development)
- POLSCI 357 (Food: Politics and Policy)
- POLSCI 410 (The Politics of International Economic Relations)
- SOCIOL 272 (Social Change in the Third World)
- SOCIOL 474 (Ideology and Social Control in Southern Africa and Central America)

*Students may substitute, for a course on this list, any course offered from time to time which focuses primarily on Latin America.

**Students may substitute, for a course on this list, any course offered from time to time which focuses on the Third World.

B. The Seminar in Latin American Studies (LATAM 480) or the Senior Seminar (LATAM 481). Students who can demonstrate scheduling difficulties may petition to substitute an approved internship or an independent study course.

Cross-Listed Courses

Courses followed by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example, "LATAM 375L (PORT 375L)," which is cross-listed with the Department of Hispanic Studies.

Courses

LATAM 210G
Food, Culture, and Society in Latin America
For a complete description of this course, see the "First-year and Intermediate Seminars" section of this publication.

LATAM 100
Native Peoples of South America
An introductory survey of the native cultures of South America. Emphasis is placed on a comparison of selected cultures through the analysis of native history, levels of social and political integration, contact with European cultures, and contemporary status.
Diversity Area: International.
3 Lect Hrs, 3 Credits

LATAM 101
Latin America: Contemporary Society and Culture
This course introduces the people, events, and trends shaping Latin American societies and cultures today. Readings provide a historical overview and examine regional similarities and local differences, including: social institutions such as family; politics and political cultures; religious institutions and practices; and ways that race, ethnicity, and gender shape national cultures and subcultures.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits

LATAM 103
Foundations of Latin American Studies
An introduction to basic concepts and literature in Latin American Studies, emphasizing development of the student's capacities in critical thinking and analysis, and in writing. Topics include the process of socio-historical development and the impact of modernization on Latin America. It also focuses on the development and the dynamics of Hispanic communities in the United States.
Diversity Area: International.
3 Lect Hrs, 3 Credits

LATAM 105
Pre-Conquest States in the New World
A comparative study of Aztec, Inca and Mayan States emphasizing their origins and development.
3 Lect Hrs, 3 Credits

LATAM 155L (HIST 155L)
Latin America before 1800
The imposition of Spanish and Portuguese institutions on the pre-Columbian civilizations in the new world, and the economic, social religious, political, and cultural institutions that developed in Latin America. Emphasis on the differences and similarities between colonial Latin America and other contemporary and later empires.
Diversity Area: International.
3 Lect Hrs, 3 Credits

LATAM 156L (HIST 156L)
Latin America since 1800
The histories of Mexico, Argentina, Brazil and Cuba since 1800. Emphasis on British and American economic expansion into these countries during the nineteenth and twentieth centuries, and the resulting political and social consequences.
Diversity Area: International.
3 Lect Hrs, 3 Credits

LATAM 205
Latin American Film
This course examines Latin American feature and documentary film to analyze social, cultural and political themes and issues. Topics include: the development of national cinemas and their genres; film as art and industry; film and political engagement; representations of women and gender; and selected social and cultural subjects.
Distribution Area: The Arts (AR).
Diversity Area: International.
3 Lect Hrs, 3 Credits

Latin American Studies Program

LATAM 250
The United States and Intervention in Central America
The course deals historically with the development of United States policy toward Central America and focuses on the causes—political, economic, strategic, and others—of the numerous military interventions in the region. The paradigm for study is the case of Nicaragua, yet significant attention is paid to El Salvador and Guatemala.
3 Lect Hrs, 3 Credits

LATAM 270
Human Rights in Latin America
This interdisciplinary course explores recent Latin American history, society, and culture from the perspective of human rights. The course focuses on the three generations of human rights, political rights, social and economic rights, women's and children's rights, and indigenous rights, and places them in regional and comparative perspective.
3 Lect Hrs, 3 Credits

LATAM 290
Central America: Society and Culture
This course examines contemporary societies and cultures of selected Central American countries. Readings provide a historical overview. Topics include: land and labor; religion; insurgency, revolution and their legacies; contemporary constructions of race and ethnicity; indigenous social movements; women and gender; urban migrations and cultures.
Diversity Area: International.
3 Lect Hrs, 3 Credits

LATAM 300
Spanish Conquest in North and South America: 1492-1600
Starting with Columbus, the Spanish left an extensive literature of eyewitness accounts of exploration and conquest in North and South America. By examining these accounts in detail, students get a better grasp of the nature of indigenous cultures at contact and a more complete understanding of how the conquest and destruction of native peoples came about.
3 Lect Hrs, 3 Credits

LATAM 301
Hispanics in Urban America
Latin American and Caribbean labor migrants, exiles, and refugees have been changing the social, cultural, and political landscapes of U.S. cities for over a century. This course examines migrants' motives for uprooting from their homelands and transplanting to U.S. urban centers, the reconstitution of communities and identities, and social, cultural, and political dimensions of interaction with the host country.
3 Lect Hrs, 3 Credits

LATAM 302
Puerto Rico: Modernity, Cultural Identity and Politics
This course investigates the problematic development of Puerto Rican identity in view of the rise of modernity in Latin America and the imposition of U.S. political hegemony in the Caribbean. Through an analysis of various cultural artifacts, the course will elucidate the main components of Puerto Rican cultural discourse, among them the dilemma of political definition, the rise of cultural nationalism, and the challenges of modernity.
3 Lect Hrs, 3 Credits

LATAM 303
Reform and Revolution in Latin America
This course examines case studies of 20th century political movements in Latin America that have attempted to restructure social and economic systems and establish new political orders. Readings provide historical background. Topics include: guerrilla insurgency; revolutionary agendas and reforms; revolutionary cultures and identities; and new social movements, including women's movements.
Diversity Area: International.
3 Lect Hrs, 3 Credits

LATAM 305
The Caribbean: Culture and Society
This course examines the cultural and social development of the peoples of the Caribbean. A point of departure is the impact of Western colonization of the region and the ways in which the "narrative" of said colonization expresses the cultural dilemma and social implications of this process. Topics: the Haitian revolution, the Spanish American War, the Cuban Revolution, and others.
3 Lect Hrs, 3 Credits

LATAM 336L (ANTH 336L)
Ancient Mesoamerica
This course uses archaeological and ethnohistorical data to chart the prehistoric transformation of Mesoamerica into the setting for several of the ancient world's most intriguing urban civilizations, including those of the Maya and the Aztecs. Emphasis is given to the common social patterns and ideological premises underlying the region's long-term cultural and political diversity.
Prerequisite: ANTH 102 or 107 or permission of instructor.
Distribution Area: World Cultures (WC).
3 Lect Hrs, 3 Credits
Ms Zeitlin

LATAM 338L (ANTH 338L)
Ancient Peru: The Incas and Their Ancestors
This course uses ethnohistorical and archaeological data to examine the foundations of complex society in Andean South America; and stresses, as an underlying theme, human adaptation to the constraints and possibilities of the diverse Andean environments. Special emphasis is given to the accomplishments, both real and idealized, of the last of Peru's prehistorical civilizations, the Inca Empire.
Prerequisite: ANTH 102 or 107 or permission of instructor.
Distribution Area: World Cultures (WC).
3 Lect Hrs, 3 Credits
Ms Zeitlin

LATAM 340
Latin America in the Age of Globalization
Using interdisciplinary methods, theories, and perspectives, this course examines how the local and the global intersect in the lives of Latin Americans today. The course focuses on key aspects of the dynamic relations between globalization and Latin American societies, particularly labor, gender, culture, the environment, and human rights.
Prerequisite: Sophomore standing or permission of instructor.
3 Lect Hrs, 3 Credits

LATAM 350
Latin American Popular Cultures
This course examines popular culture in Latin America. Topics include religious rituals and symbols; secular festivals; dance; food; and sport. Introductory historical and theoretical frameworks provide analytical tools for examining tensions between elite and popular cultures; popular cultures as oppositional and national identities; production and consumption of popular cultures; and the meanings that cultural symbols acquire in Diaspora.
Diversity Area: International.
3 Lect Hrs, 3 Credits

Latin American Studies Program

LATAM 360
Language and Power in Latin America
This course examines how elements of Spanish, indigenous languages, and English interact with the power exercised by governments, the media, business, educators and others in Latin America. The course features case studies, highlighting key components that relate to the dynamics of power and language in various contexts. No knowledge of Spanish required.
Diversity Area: International.
3 Lect Hrs, 3 Credits

LATAM 375L (PORT 375L)
Brazilian Civilization
A general survey of Brazil, tracing the evolution of cultural, economic, political, and social structures from colonial times to the present. The course discusses the distinctions and similarities in the development of Portuguese America and Spanish America. Readings include historical source material, novels, and modern studies on Brazil. Conducted in English. Fulfills a requirement for Latin American Studies Program.
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits

LATAM 400
Mini-Courses
Short courses in Latin American Studies on specialized problems of historical and contemporary interest.
Hrs by arrangement, 1-2 Credits

LATAM 454L (SPAN 454L)
Argentina
This course is a cultural interpretation of Argentina based primarily on historical, cultural, and literary works. The aim is to explore the process of nation-building in the Latin American context. Topics include: the role of the intellectual in political culture; gender and nation; literature and nationalism; media and politics; and globalization.
Prerequisite: Knowledge of Spanish.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

LATAM 478, 479
Independent Study
Hrs by arrangement, 3 Credits

LATAM 480
Seminar in Latin American Studies
Required course for all students in the program. This course will examine a selected topic in depth. Students will write a research paper.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

LATAM 481
Capstone Seminar
Required capstone seminar for Latin American Studies concentrators builds on themes and methods developed in the program's introductory and intermediate courses. The seminar addresses varying topics in history, civilization, cultures, and societies applicable to all Latin America, using interdisciplinary frameworks to examine regional and national differences. Students participate in the seminar, conduct research, and write a research paper.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

LATAM 485
Special Topics
Selected topics in Latin American Studies, taught by staff or visiting lecturers.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

LATINO/LATINA STUDIES PROGRAM

Faculty

Jorge Capetillo-Ponce, Associate Professor of Sociology and Director; Ana Aparicio (CLA, Anthropology), Luis Aponte-Parés (CPCS), Gonzalo Bacigalupe (GCOE), Ann Blum (CLA, Latin American Studies), Lawrence Blum (CLA, Philosophy), Adan Colon-Carmona (Biology), Billie Gastic (McCormack, Public Policy), Glenn Jacobs (CLA, Sociology), Martha Montero-Sieburth (GCOE), Marisol Negrón (CLA, American Studies and Latino Studies), Rosalyn Negron (CLA, Anthropology), Lisa Rivera (CLA, Philosophy), Lorna Rivera (CPCS, Social Change), Rachel Rubin (CLA, American Studies), Ester Shapiro (CLA, Psychology), R. Timothy Sieber (CLA, Anthropology), Miren Uriarte (CPCS, Social Change), and Raul Ybarra (CPCS, Social Change)

The Latino/Latina Studies Program, administered collaboratively by the College of Liberal Arts and the College of Public and Community Service, is an ethnic studies program focusing on Latino(a)s in the United States, the largest minority group both in the country as a whole and in the Commonwealth of Massachusetts. Immigration is an important theme of the program, but Latino/Latina Studies also gives attention to the 64% of all Latinos who are US born, and to the extensive contributions that Latino(a)s have been making since the 16th century to the history of North America. As an ethnic studies program, Latino/Latina Studies also provides a site for more organized mentoring of UMass Boston's Latino/Latina students, as well as many non-Latino students, who seek deeper understanding and cultural competency of this important and still growing population group in contemporary North America.

The core of the program lies in the unification of its interdisciplinary character through a social science emphasis. Institutionally, this posture is enhanced by the program's coordination and affiliation with faculty and personnel from a number of the university's colleges, institutes and academic departments. These include, among others, the Programs in American Studies, Latin American Studies, and Women's Studies; the Departments of Africana Studies, Anthropology, Hispanic Studies, Psychology, Philosophy, and Sociology; and the Mauricio Gastón Institute for Latino Community Development and Public Policy. These affiliations enhance the mentorship of program concentrators who are encouraged to acquire research skills comprising familiarity with and use of scholarly source materials and the acquisition of skills in quantitative and qualitative data analysis. Many of the faculty teaching in the program are social science researchers who encourage students to do replications of, as well as carry out their own original research.

More than a congeries of courses, the Latino/Latina Studies Program's social science orientation emphasizes theory, research, and policy objectives. The core faculty associated with the program are familiar with and use social science theories, concepts, data, and course materials in the study of US-based Latinos. The ongoing research work of staff and faculty at the Gastón Institute and their support of the Latino Leadership Opportunity Program (LLOP) represent an important resource to students working on issues significantly affecting the Latino community. The Latino/Latina Studies curriculum consists of courses predominantly taught by social scientists in CLA departments and programs, the Gastón Institute, and CPCS.

Although its primary emphasis is social science, the program recognizes the importance of the humanities, and incorporates them through a range of courses on cultural issues and history, related both to sending regions for some Latino immigrants and the dynamics of everyday life in the US-based Latino communities. These courses are offered by faculty in such disciplines as American Studies, Anthropology, Africana Studies, Hispanic Studies, and Latin American Studies. All areas of the program are dedicated to encouraging clear, critical thinking about issues of social organization, politics, policy and cultural production.

Academic Requirements and Curriculum Organization

The program asks all students to distribute their studies among four thematic curriculum areas where their study will provide a basic grounding in contemporary Latino/Latina studies scholarship, research, and policy issues. The six (6) courses required to complete the program include three required courses, a capstone that can be chosen from among several alternatives, and two free electives. We propose that the following courses count toward fulfillment of the Latino/Latina Studies Program of Study. They are all courses that are approved or are in the process of being approved, and that will be taught regularly.

1. **History and Development of Latino Communities in the United States**
   a. Required:
      - AMST 201 Latinos in the United States
   b. Electives:
      - ANTH 273 Peoples and Cultures of Mesoamerica
      - ANTH 274 Peoples and Cultures of the Caribbean
      - LATAM 101 Culture and Society in Contemporary Latin America
2. **Latino Community: Migration and Settlement**
   a. Choice of Either:
      - SOCIOL 322 Latino Boston

      ANTH 277 Immigration in the United States
   b. Elective:
      - ANTH 252 Urban Anthropology
      - SOCIOL 321L Racial and Ethnic Relations
3. **Latino Community: Identity and Cultural Process**
   a. Required(choice of either):
      - AFRSTY/AMST 350L Race, Class and Gender: Issues in U.S. Diversity
      - PHIL 232 Race and Multiculturalism
   b. Electives:
      - AMST 353 Latino/a Border Cultures
      - PHIL 281Z/WOST 225 Latina Politics and Identity
      - SPAN 367 Literature of Hispanic People in the United States
      - SPAN 468 The Caribbean
4. **Research and Critical Thinking: Writing and Working Toward the Capstone**
   a. Required:

      Students choose an appropriate capstone experience—in the social sciences, humanities, or policy studies—that builds on their major program of study and reflects their goals for career and further education. The heart of each capstone is close mentoring of students by Latino/a studies faculty, with a focus on the development of research and policy analysis skills. Students will do either:

      - Policy research internship through the Gastón Institute (including LLOP), or

Latino/Latina Studies Program

- Community-focused research under the mentorship of Latino/a studies faculty and associates, using a variety of vehicles in any college and in any department (e.g., departmental honors courses, faculty research projects, independent studies, internship courses, and research methods courses that entail completion of a research project. PSYCH 488 and 489, Independent Study; PSYCH 486, Research Apprenticeship Psychology; SOCIOL 340, Fieldwork Methods; and CPCS's Doing Ethnography are courses specially identified for this type of capstone work.
- A research project in cultural studies (literary studies, film, gender studies, etc.). Examples include AMST 405, The Immigrant Experience; and AMST 435, Music and 20th Century American Literature (with Latino music/literature component)

Summary of Requirements

Six (6) courses to complete the program of study, including:

Three (3) required courses

One (1) required capstone

Two (2) electives

Courses

- AMST 201 Latinos in the U.S.
- PHIL 232 Philosophy, Race and Multiculturalism
- SPAN 367 Literature of Hispanic People in the U.S.
- PHIL 281Z Special Topic
- SOCIOL 480 Cuban Culture, Religion and Music
- SOCIOL 321L Racial and Ethnic Relations
- ANTH 274 Caribbean Cultures
- LATAM 101 Culture and Society in Contemporary Latin America
- SOCIOL 332L Latino Boston
- LATAM 301 Hispanics in Urban America
- ANTH 252 Urban Anthropology
- AMST 350L Race, Class and Gender: Issues in U.S. Diversity
- AMST 353 Latino Border Cutures
- WOST 225 Latina Women in the U.S.
- SPAN 468 The Caribbean

DEPARTMENT OF MODERN LANGUAGES

Faculty

Antonio Carrara, Associate Professor and Chair; Professors Fiora Bassanese, Diana L. Burgin, Edythe Haber (Emeritus), Associate Professors Alexander DesForges, Pratima Prasad; Assistant Professors Claudia F. Esposito, Sari Kawana; Lecturer Xu Guo Chan.

The Department

The Department of Modern Languages is the home of eight different languages and its faculty consists of almost twenty members between professors and adjuncts who teach courses ranging from introductory language level to literature, culture, and film.

The Department offers full programs leading to a major and a minor in French and in Italian; a minor in Chinese and, shortly, one in Japanese; a variety of language and culture courses in German and Russian; and introductory language courses in Arabic and in Vietnamese.

Department Policy on Enrollment in Language Courses

It is the policy of the Department of Modern Languages to exclude from its elementary- and intermediate-level courses any student whom the department deems to have significant knowledge of the target language. The departmental policy will be determined by examination of the student's transcript and/or administration of a placement test. Students who demonstrate native or near-native proficiency in the target language may apply for a waiver from the foreign language distribution area. Such students are encouraged to enroll in advanced (300 level and above) language, culture, and literature courses.

Undergraduate Programs

The main objective of the department's academic programs is to provide students with practical and intellectually challenging undergraduate study that will enable them to make effective use of a foreign language in pursuit of their professional and personal goals.

Our course offerings also enable students majoring in other disciplines to develop knowledge of a second language and an awareness of cultural diversity. Many offerings are interdisciplinary, and several are given in English; these include an extensive selection of core courses in several distribution areas.

General Requirements for the Major and Minor

- No courses taken pass/fail can count toward the major or minor.
- No course with a grade below C+ can be counted toward a major.
- Students must obtain a 2.5 average in their major in order to graduate.

Chinese

The Department of Modern Languages offers a minor program in Chinese language, literature, and culture. Course offerings are designed to serve the educational needs of students who wish to acquire knowledge of Chinese from the elementary to the advanced level, and who wish to explore the richness of Chinese literary and cultural traditions. The main objective is to provide students with practical and intellectually challenging undergraduate study that will enable them to make effective use of different languages in pursuit of their professional and personal goals.

In addition to elementary, intermediate, and advanced courses in modern standard Mandarin (CHINSE 101, 102, 201, 202, and 301), the department offers students a variety of courses in Chinese literature, culture, and film as well as CHINSE 105, a course specifically targeted to Chinese-heritage speakers.

Literature in translation (taught in English):

- CHINSE 253: Premodern Chinese Literature and Culture
- CHINSE 260: Modern Chinese Literature

Film (taught in English):

- CHINSE 276: Modern Chinese Cinema
- CHINSE 376: Topics in Chinese Cinema

Literature in the original (taught in Chinese):

- CHINSE 303: Readings in Chinese: 20th Century
- CHINSE 305: Readings in Chinese: Classical

The Minor

- CHINSE 201 and 202 (Intermediate Chinese I and II)
- One other 200-level Chinese
- CHINSE 301 (Advanced Chinese I)
- One other 300- or 400-level Chinese course
- One course in English from a list approved by the department (consisting of nondepartmental courses at the 200 level or above)

Students who place out CHINSE 201/02 must substitute one course at the 200 level or above from the lists of China-related courses. Only one course in the Chinese minor can be double-counted toward any other major. Courses taken pass/fail will not count toward the minor.

Existing nondepartmental courses that can count toward the minor:

ART 258 (Arts of China); ASAMST 350 (Asian American Literary Voices); ASAMST 370 (Asian American Media Literacy); ASIAN 360L (Traditional China); EAS 361L (History of Modern China); ASIAN359L (Women in China); Honors 290a (The Idea of Asia); PHIL 297 (Asian Philosophy); RELSTY 232L (East Asian Religions: Buddhism and Taoism); RELSTY L358L (Psychology, Politics, and Philosophy in East Asia)

French

The French section of the Modern Languages Department offers courses in language, literature, culture, and history.

The Major

Majors are required to take a minimum of ten courses with French and francophone content to complete the major in French. Classes in the French program at the 100 and 200 level do not count toward the major.

Of these ten courses, three courses can be taken in English, selected from a list approved by the department in consultation with the student's advisor. A list of approved courses taught in English will be provided to the student upon request.

The other seven courses should be at the 300 or 400 level and taught in French.

In addition, the student must make sure to fulfill the following requirements:

- FRENCH 301 (Composition et stylistique) is a required course for all majors
- At least two other 300-level courses taught in French at UMass Boston
- At least two 400-level courses taught in French, either in the French program at UMass Boston or in the joint UMass Boston–UMA Paris program

Note: Taking three courses in English toward the major is just an option. The student may choose to complete the major by taking all ten courses within the French program at UMass Boston and the UMass Boston–UMA Paris program.

Department of Modern Languages

The Minor

Requirements for the minor in French include:

Intermediate competence (FRENCH 201-202 or equivalent)

FRENCH 301 (Composition et stylistique)

Three additional courses at the 300 or 400 level taught in French

Italian

The Italian section of the Modern Languages Department offers courses in Italian language, literature, culture, and history.

The Major

Students wishing to major in Italian must have achieved intermediate competence before embarking on one of the two major tracks offered.

A minimum of 30 credits beyond the intermediate sequence (ITAL 201-202) is required. Students choose one of the two following major tracks:

Italian Literature and Language. ALL STUDENTS MUST TAKE:

- ITAL 301 (Advanced Composition and Conversation) and ITAL 305 (Language of Modern Italy), and
- ITAL 311 and ITAL 312 (Introduction to Italian Literature, I and II)

The remaining six courses will be distributed as follows:

- Two courses at the 300 level (period courses)
- Two courses at the 400 level (genre courses)
- Any two courses (in English or Italian) from department offerings, subject to advisor's approval

Italian Studies. ALL STUDENTS MUST TAKE:

- ITAL 301 (Advanced Composition and Conversation) and ITAL 305 (Language of Modern Italy), and
- ITAL 311 and ITAL 312 (Introduction to Italian Literature, I and II)

The remaining seven courses will be distributed as follows:

- Two courses, one at each level, from the 300- and 400-level offerings.
- ITAL 260 (Tradition and Change in Italian Culture) or equivalent, subject to departmental approval.
- Four courses taken from departmental offerings in English. Two of these can be selected from a list approved by the department in consultation with the student's advisor.

The Minor

Students majoring in another discipline may minor in Italian. They should discuss their program with the departmental chairperson. Minimal requirements include:

Intermediate proficiency (ITAL 201 and 202)

- ITAL 301 (Advanced Composition and Conversation), or ITAL 305 (Language of Modern Italy)
- One course to be chosen from the departmental offerings in English
- Two advanced courses (300 level or above) to be chosen from the departmental offerings in Italian.

Honors

The Department of Modern Languages offers an honors program in its French and Italian majors. To be eligible, students must have a) completed at least six courses toward the major, not counting intermediate proficiency in the language; b) achieved a university cumulative GPA of 3.0 and a 3.25 cumulative average in major courses through the junior year. A student wishing to do honors work should seek out a departmental advisor willing to direct the honors paper. After receiving approval from this advisor, the student must apply in writing to the chair of the department for admission to the honors program, preferably before the beginning of the senior year.

An honors candidate enrolls in his/her major's "Honors Research Project" course (498) in the first semester of the senior year. If this course is completed successfully, the student enrolls in "Senior Honors Thesis" (499) in order to complete his/her research and write the thesis. All theses will have two or three readers: the advisor and one or two other faculty members chosen by the student with departmental approval. All readers must approve the thesis, which will then be submitted to the department in a timely fashion to meet the college's deadline. The student will present his/her final thesis to the department.

Cross-Listed Courses

Courses followed by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example, "MDNLNG 200L (EURST 200L)," which is cross-listed with the Program in European Studies.

Courses in Modern Languages

MDNLNG 210G
Great Books
For a complete description of this course, see the "First-Year and Intermediate Seminars" section of this publication.

MDNLNG 200L (EURSTY 200L)
Europe Today
An interdisciplinary introduction to major issues confronting contemporary Europe, the seminar covers the following topics: the European Community in historical perspective, physical and political geography, ethnic and religious diversity, new migration patterns, language barriers, diverse political and economic structures, current problems such as environment, integration of "East" Germany, racism and new nationalisms, and other emerging issues.
Prerequisite: Sophomore standing.
Diversity Area: International.
3 Lect Hrs, 3 Credits

MDNLNG 220L (HUMAN 220L)
Hades, Heaven, and Hell
This team-taught, interdisciplinary course first explores Hades from Ovid to Cocteau. It then moves to heaven and hell to examine the Christian symbolism of good and evil, angels and devils, sin and redemption in European literature, film, and the arts.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits

MDNLNG 240L (HUMAN 240L)
Images of War
This course examines the historical and cultural background, in literature and film that arose out of World Wars I and II, with a focus on the reading and analysis of classic war novels and poetry in Italian, German, Russian, Japanese and American literature.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits

MDNLNG 255L (HUMAN 255L)
Pacting with the Devil: The Faust Tradition
A reading and discussion course emphasizing critical interpretation of major texts in the Faust tradition from German folklore, Christopher Marlowe, J.W. von Goethe, Mikhail Bulgakov and others. Attention is given to the evolution of the legend and to other adaptations (in music and film) of Faustian material.
3 Lect Hrs, 3 Credits

Department of Modern Languages

MDNLNG 290
Special Topics
Various selected topics in literature, culture, and language.
3 Lect Hrs, 3 Credits

MDNLNG 368
Shanghai
This course is a multidisciplinary introduction to one of the most vibrant and cosmopolitan cities of the early twentieth and twenty-first centuries: Shanghai. We begin in the early nineteenth century, when Shanghai rapidly developed into one of the largest ports in the world, investigate the formation of the foreign concessions and the rise of the city to dominance in the Chinese mediashepre at the turn of the twentieth century, consider the city's changing fortunes during the early decades of the People's Republic, and inquire into the sources and effects of its return to "world city" status at the turn of the twenty-first century.
Prerequisite: Permission of the instructor.
Diversity Area: International.
Distribution Area: World Cultures (WC).
3 Credits

MDNLNG 390
Special Topics
Selected topics in literature, culture, and language in a seminar setting.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

Arabic Courses

ARABIC 101
Elementary Arabic I
ARABIC 101 is designed for students with no previous knowledge, or very limited knowledge, of the Arabic language. The first part of this course focuses on learning the script, sound, and writing systems in Arabic. Building upon these skills, in the second part of the course, we will focus on the four communication skills (reading, speaking, listening, and writing) of Modern Standard Arabic (MSA). We will also immerse ourselves in Arabic language and culture through various activities designed around the audio-visually enhanced Maha and Khalid, and their family storyline.
Distribution Area: World Languages (WL).
3 Lect Hrs, Lab, 4 Credits

ARABIC 102
Elementary Arabic II
ARABIC 102 picks up where ARABIC 101 left off. Our central tasks will be building vocabulary and mastering basic grammatical structures. We'll also stress training in reading and writing Arabic sentences and in enhancing spoken skills necessary for a variety of daily activities. As the course progresses, more emphasis will fall on assimilating the language for more complex communicative purposes related to describing self, family members, career plans, and abstract matters like personal feelings and decisions.
Prerequisite: ARABIC 101 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, Lab, 4 Credits

Chinese Language, Literature, and Film Courses

CHINSE 101
Elementary Chinese I
For students with no previous training in Chinese. Introduction to pronunciation (Mandarin), grammar, conversation, Chinese characters and the Pinyin romanization system.
Distribution Area: World Languages (WL).
3 Lect Hrs, Lab, 4 Credits

CHINSE 102
Elementary Chinese II
A continuation of CHINSE 101. Grammar, pronunciation, conversation, reading, and writing.
Prerequisite: CHINSE 101 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, Lab, 4 Credits

CHINSE 105
Elementary Chinese for Heritage Speakers
This course is an introduction to standard Mandarin Chinese for students with some background in spoken dialects of Chinese. It covers the equivalent of CHINESE 101 and 102 in a single semester.
Distribution Area: World Languages (WL).
3 Lect Hrs, 4 Credits

CHINSE 201
Intermediate Chinese I
Continuation of CHINSE 102. Intensive review and further study of grammar and audio-lingual skills with correlated intermediate-level readings in modern Chinese.
Prerequisite: CHINSE 102 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, Lab, 3 Credits

CHINSE 202
Intermediate Chinese II
Continuation of CHINSE 201. Intensive review and further study of grammar and audio-lingual skills with correlated intermediate-level readings in modern Chinese.
Prerequisite: CHINSE 201 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, Lab, 3 Credits

CHINSE 253
Is Culture Power? Rethinking "Traditional" Chinese Culture
This course is an introduction to Chinese literature and culture before 1900, with a particular emphasis on the ways in which fiction, poetry, letters, diaries, plays, and essays relate to other types of cultural production, including art, ritual, philosophy, politics, discourses of nation and ethnicity, and "everyday life."
3 Lect Hrs, 3 Credits

CHINSE 260
Modern Chinese Literature
Short stories, novels, and essays from twentieth-century China in English translation. Some questions to be considered: What is literature? What role does politics play in the production of literature? Is there a meaningful relationship between literary theory and literary practice?
Diversity Area: International.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits

CHINSE 276
Modern Chinese Cinema
This course is an introduction to movies made in China, Hong Kong, and Taiwan, with particular attention to questions of cinematic style and technique. At the same time, it locates Chinese film in an international context—interpreting it with reference, on the one hand, to European, American, and Japanese film and, on the other, to changing economic, social, and political circumstances over the course of the last century. The course is taught in English; no knowledge of Chinese is necessary.
Distribution Area: The Arts (AR).
2 Lect Hrs, 2 Disc Hrs, 3 Credits

CHINSE 301
Advanced Chinese I
A course in written and spoken Chinese beyond the intermediate level. This course aims at developing students' reading comprehension and speaking proficiency through the study of materials on con-

Department of Modern Languages

temporary China. The Pinyin romanization system is practiced in the classroom for accurate Mandarin speech.
Prerequisite: CHINSE 202 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

CHINSE 303
Readings in Chinese: 20th Century
Short stories, essays, and other writing in Chinese. Among other topics, we will consider changing views of gender and sexuality, the interplay of aesthetics and politics in literature, and the relationship between literature and film. There will be several screenings of films based on short stories. Class discussion in Chinese.
Prerequisite: CHINSE 202 or equivalent.
Diversity Area: International.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

CHINSE 304
Readings in Chinese: Contemporary Culture
Short stories, essays, and other writing in Chinese, as well as films and television shows, with an emphasis on contemporary cultural products. Among other topics, we will consider new approaches to visual culture, changing views of gender and sexuality, and the politics of literary and nonliterary culture. Class discussion in Chinese.
Prerequisites: CHINSE 202 or equivalent and permission of the instructor.
Diversity Area: International.
Distribution Area: World Languages (WL).
3 Credits

CHINSE 305
Readings in Chinese: Classical
In this course, we read classical Chinese short fiction, essays, and poetry in the original, and discuss them in class.
Prerequisite: CHINSE 202 or equivalent.
3 Lect Hrs, 3 Credits

CHINSE 376
Topics in Chinese Cinema
This seminar analyzes Chinese film (from the PRC, Hong Kong, Taiwan, and elsewhere) in depth and detail, considering both its aesthetic qualities and its relation to culture, history, and politics. Topics change from year to year.
3 Lect Hrs, 3 Credits

CHINSE 378
Independent Study
For those wishing to pursue their study of Chinese beyond the 202 level. Individual attention.
Prerequisites: CHINSE 202 and permission of the instructor.
Hrs by arrangement, 3 Credits

CHINSE 379
Independent Study
See CHINSE 378. (Course offered in the spring only.)
Prerequisites: CHINSE 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

CHINSE 478
Reading and Research
Primarily for seniors with a GPA of at least 3.0 in their major who wish to pursue a research topic in depth, one ordinarily not available in standard course offerings. A written prospectus detailing the plan of study must be submitted to the supervising instructor and the department. (Course offered in the fall only.)
Prerequisites: CHINSE 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

CHINSE 479
Reading and Research
See CHINSE 478. (Course offered in the spring only.)
Prerequisites: CHINSE 202 or equivalent, and written permission of the instructor.
Hrs by arrangement, 3 Credits

CHINSE 498
Honors Research Project
Hrs by arrangement, 3 Credits

French Courses

FRENCH 150G
Self and Other in French Literature
For a complete description of this course, see the "First-Year and Intermediate Seminars" section of this publication.

FRENCH 100
Intensive Elementary French
Intensive elementary work in the four language skills, with concentration on an audio-lingual approach, for students with no previous training in French. Students completing this course satisfactorily will be allowed to enter directly into courses at the intermediate level. Equivalent to one year of elementary French.
Prerequisite: Permission of instructor.
Distribution Area: World Languages (WL).
6 Lect Hrs, Lab, 8 Credits

FRENCH 101
Elementary French I
Practice in the four language skills, with concentration on an audio-lingual approach, for students who have no creditable training in French. Weekly laboratory attendance and assignments required.
Distribution Area: World Languages (WL).
3 Lect Hrs, Lab, 4 Credits

FRENCH 102
Elementary French II
A continuation of FRENCH 101. Concentrated practice in the four language skills, with an audio-lingual approach, for students who have completed FRENCH 101 or its equivalent. Continued attention to French and francophone culture. Weekly laboratory attendance and assignments required.
Distribution Area: World Languages (WL).
3 Lect Hrs, Lab, 4 Credits

FRENCH 201
Intermediate French I
This course seeks to help students attain the level of intermediate competence in speaking, listening, reading, and writing, through imaginative and personalized activities that are relevant to student interests. These activities include an introduction to the culture and literature of the French-speaking world. Weekly laboratory attendance and assignments required.
Prerequisite: FRENCH 102 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, Lab, 4 Credits

FRENCH 202
Intermediate French II
This course seeks to build on the level of achievement reached in FRENCH 201. Participants study a variety of literary and cultural texts as models of written expression. Weekly laboratory attendance and assignments required.
Prerequisite: FRENCH 201 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, Lab, 4 Credits

FRENCH 300
Advanced Conversation
Prerequisite: FRENCH 202 or equivalent, or permission of instructor.
3 Lect Hrs, 3 Credits

FRENCH 301
Composition et stylistique
A course in written expression beyond the intermediate level. Emphasis is on composition as well as on grammatical and stylistic analysis of contemporary texts.
Prerequisite: FRENCH 202 or equivalent, or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

Department of Modern Languages

FRENCH 302
Initlation à la littérature et à la civilisation françaises: Depuis le Moyen Age jusqu'à la fln du 17e siècle
French literature and culture from the Middle Ages to the end of the seventeenth century. Selected readings from Chanson de Roland, courtly novels, lyric poetry of the Middle Ages and Renaissance, Rabelais, Montaigne, Corneille, Racine, Molière, LaFontaine, with lectures on the cultural backgrounds of the periods under study.
Prerequisite: FRENCH 202 or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

FRENCH 303
Initiation à la littérature et à la culture françaises-18e et 19e siècles
French literature and culture of the eighteenth and nineteenth centuries. Selected readings from Didèrot, Marivaux, Voltaire, Rousseau, Chateaubriand, Lamartine, Hugo, Vigny, Musset, Balzac, Baudelaire, and Zola, with lectures on the cultural background of the periods studied.
Prerequisite: FRENCH 202 or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

FRENCH 304
French Conversation
Discussions based on authentic documents from a broad variety of sources representing diverse aspects of French and francophone culture: individual oral presentations, exchanges with a partner or small group, full-class discussions. Written summaries of documents, review of grammar points as needed.
Prerequisites: FRENCH 202 or equivalent, and permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

FRENCH 334
Poets et Chansonnier
The tradition of the chanson in France, from the Medieval troubadours to modern times, with contemporary author-composers: Brassens, Brel, LeForestier, and others.
Prerequisite: FRENCH 202 or equivalent, or permission of instructor.
3 Lect Hrs, 3 Credits

FRENCH 378
Independent Study
For those students wishing to pursue the study of French language, literature or culture beyond the intermediate level. A course of study is jointly designed by supervising instructor and student. (Course offered in the fall only.)
Prerequisites: FRENCH 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

FRENCH 379
Independent Study
See FRENCH 378. (Course offered in the spring only.)
Prerequisites: FRENCH 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

FRENCH 401
Moyen Age
Literature as a reflection or a distortion of society from the eleventh to the fifteenth century, with emphasis on man in revolt against or in harmony with his milieu—Roland, Lancelot, Tristan, Adam, Reynard the Fox, Saintly King Louis, Pathelin, François Villon.
Prerequisite: FRENCH 202 or equivalent, or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

FRENCH 411
Thème et version
Translation from English into French, and from French into English, with analysis of the grammatical and stylistic problems presented by the texts.
Prerequisite: FRENCH 202 or equivalent, or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

FRENCH 431
La littérature du 17e siècle: Théâtre
Selected plays of Corneille, Racine, Molière. Close readings in the context of the social background.
Prerequisite: FRENCH 202 or equivalent, or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

FRENCH 432
La littérature du 17e siècle: Poèsie et prose
Works by Bossuet, Boileau, LaFontaine, Madame de LaFayette, La Rochefoucauld, Madame de Sevigné, La Bruyère, Descartes, Pascal.
Prerequisite: FRENCH 202 or equivalent, or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

FRENCH 441
Théâtre et roman du 18e siècle
Plays by Marivaux and Beaumarchais, and novels by Voltaire, Didérot, JJ Rousseau, Laclos, and Prevost, among others.
Prerequisite: FRENCH 202 or equivalent, or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

FRENCH 442
L'Age des Lumières (18e siècle)
Philosophical texts by Montesquieu, Didèrot, Voltaire, and Rousseau; l'Encyclopédie.
Prerequisite: FRENCH 202 or equivalent, or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

FRENCH 452
Roman et théâtre romantiques
The French romantic theatre and novel of Hugo, Vigny, Musset, Sand, Balzac, and Stendhal.
Prerequisite: FRENCH 202 or equivalent, or permission of instructor.
3 Lect Hrs, 3 Credits

FRENCH 464
Roman du 20e siècle
Discussion of representative twentieth century novels, by such writers as Camus, Gide, Bernanos, Malraux, Robbe-Grillet, Sartre, Mauriac, Duras, ben Jelloun and Bâ.
Prerequisites: FRENCH 202 or equivalent, or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

FRENCH 465
Theatre du 20e siecle
Discussion of representative twentieth-century plays by such dramatists as Jarry, Feydeau, Claudel, Giraudoux, Montherlant, Sartre, Camus, Ionesco, Genet and Beckett.
Prerequisite: FRENCH 202 or equivalent, or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

FRENCH 475
Civilisation contemporaine
The study of various aspects—historical, political, social, economic, and cultural—of today's France.
Prerequisite: FRENCH 202 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

Department of Modern Languages

FRENCH 477
Civilisation française
The study of various aspects—historical, political, social, economic, and cultural—of France, during the eighteenth and nineteenth centuries.
Prerequisite: FRENCH 202 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

FRENCH 478
Reading and Research
Primarily for seniors with a GPA of at least 3.0 in their major who wish to pursue a research topic in depth, one ordinarily not available in standard course offerings. A written prospectus detailing the plan of study must be submitted to supervising instructor and department. (Course offered in the fall only.)
Prerequisites: FRENCH 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

FRENCH 479
Reading and Research
See FRENCH 478. (Course offered in the spring only.)
Prerequisite: FRENCH 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits.

FRENCH 487
Existentialisme
Prerequisite: FRENCH 202 or equivalent, or permission of instructor.
3 Lect Hrs, 3 Credits

FRENCH 490
Special Topics
Topics vary each semester according to instructor.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

FRENCH 498
Honors Research Project
Independent and original investigation of a specific aspect of French studies of interest to the student, under the supervision of a departmental advisor. Student will read primary and secondary texts and determine a critical methodology in preparation for the writing of the thesis. Completion of a thesis prospectus and acceptance by the student's proposed thesis supervisor are prerequisites for admission to 499.
Prerequisites: Limited to majors in their senior year with a cumulative GPA of 3.0 and a GPA of 3.25 in the major. Students should have completed at least 6 courses for the major; permission of both faculty supervisor and the departmental chairperson.
Distribution Area: World Languages (WL).
Hrs by arrangement, 3 Credits

FRENCH 499
Senior Honors Thesis
Closely supervised individual research resulting in the completion of a senior honors thesis to be accepted by the thesis advisor and a second reader approved by the department.
Prerequisites: Limited to majors in their senior year with a cumulative GPA of 3.0 and 3.25 in the major who have successfully completed 498; permission of both the faculty advisor and the department chairperson.
Distribution Area: World Languages (WL).
Hrs by arrangement, 3 Credits

FRENCH 500
La France d'aujourd'hui: mise à jour
This course, intended for high school teachers of French, is designed to help update their knowledge of contemporary France since the 1981 election of a socialist party government. Topics include the French way of life; domestic and international politics; national defense; the French economy and finances; moral and religious issues; the media; language; education; literature and the arts. Discussions also focus on the role of France in the world and among French-speaking countries, and France's relations with its former colonies and with the United States. The course, conducted in French, makes use of newspapers, magazine articles, TV programs, audio and video cassettes, the Internet, and film. Lectures, guest lectures, class discussions, reports by individual students, short written assignments, and a final examination are also in French.
3 Lect Hrs, 3 Credits

German Courses

GERMAN 225G
History of Witch Hunts in Europe
For a complete description of this course, see the "First-year and Intermediate Seminars" section of this publication.

GERMAN 101
Elementary German I
Intensive practice in the four language skills, with an audio-lingual approach, for students who have no creditable training in German. Weekly laboratory attendance and assignments required. (Course offered in the fall only.)
Distribution Area: World Languages (WL).
3 Lect Hrs, Lab, 4 Credits

GERMAN 102
Elementary German II
Continuation of GERMAN 101. (Course offered in the spring only.)
Prerequisite: GERMAN 101 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, Lab, 4 Credits

GERMAN 165
Masterpieces of German Literature
Selected major works of German literature from the eighteenth century to the middle of the twentieth century. (Course not offered every year.)
3 Lect Hrs, 3 Credits

GERMAN 201
Intermediate German I
Development of the skills of speaking, aural understanding, reading, and writing on the intermediate level. Review and further study of grammar; vocabulary building; readings of varied materials; practice in oral and written expression. (Course offered in the fall only.)
Prerequisite: GERMAN 102 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, Lab, 4 Credits

GERMAN 202
Intermediate German II
A continuation of GERMAN 201; intensive work in skills of reading, understanding, speaking and writing. Through active engagement with a variety of written and audio-visual materials students improve their command of the language and deepen their knowledge of contemporary German culture. (Course offered in the spring only.)
Prerequisite: GERMAN 201 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, Lab, 4 Credits

GERMAN 230
Crisis and Continuity: German Culture and Society in the 20th Century
An interdisciplinary introduction to modern German culture, drawing on historical and literary texts, film, art and music. The course investigates such themes as national identity, authoritarian traditions versus modern movements, the roles of women and minorities as they appear in both popular and "high" culture from the turn of the century to reunification. In English. It is recommended that students enrolling in this course have at least sophomore standing.
Prerequisite: ENGL 101.
Diversity Area: International.
Distribution Area: World Cultures (WC).
3 Lect Hrs, 3 Credits

Department of Modern Languages

GERMAN 250
German Culture and Civilization from Luther to Hegel
Three hundred years of German life and thought expressed through politics, religion, philosophy, and the arts. Readings and discussions focus on national characteristics of the German people as well as outstanding artistic accomplishments in literature, the visual arts and music. Among the authors and artists considered are Luther, Dürer, JS Bach, Leibniz, Lessing, Kant, Goethe, Schiller, Mozart, Beethoven, and Hegel. In English.
3 Lect Hrs, 3 Credits

GERMAN 260
Aspects of Modern German Literature
Selected masterpieces of modern German literature, including works by Mann, Hesse, Kafka and Brecht. Conducted in English. (Course not offered every year.)
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits

GERMAN 263
Germany in the Twentieth Century: Weimar and Nazi Culture
A survey of the cultural and creative trends of the Weimar and Nazi periods, with an examination of their roots in romanticism, folkish authors and the youth movement. Focus on such exponents as Thomas and Heinrich Mann, the Expressionists, Weltbühne, the Bauhaus group, and Nazi "Kultur." Conducted in English.
3 Lect Hrs, 3 Credits

GERMAN 277
The World of Kafka
The major works (in English translation) of Franz Kafka against the background of his life and times. Particular emphasis is given to the links between Kafka's writings and the events of his life as transmitted through his letters and diaries.
Prerequisite: ENGL 102 or permission of instructor.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits

GERMAN 279
Thomas Mann: The Writer and His Times
Major works of Thomas Mann in the context of his life and times. The course examines Mann as a prominent German writer and intellectual in an era when Germany rose to great heights of cultural achievement only to fall disastrously into a Nazi dictatorship. Readings include both Mann's fiction and nonfiction.
Prerequisite: ENGL 102 or permission of instructor.
3 Lect Hrs, 3 Credits

GERMAN 280
Special Topics in German Literary and Cultural History
Announced topics, generally a particular author, work, or historical moment.
3 Lect Hrs, 3 Credits

GERMAN 301
Advanced German I
Intensive training in German language skills beyond the intermediate level. The course combines work in composition, conversation, advanced grammar, and stylistic analysis of texts. (Course offered in the fall only.)
Prerequisite: GERMAN 202 or 206, or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

GERMAN 302
Advanced German II: Contemporary German Life and Culture
A course aimed at developing an active command of the language and familiarity with contemporary German life and culture. Drawing on a variety of sources and materials, students discuss topics relevant to German-speaking cultures today; social and political issues; everyday life; art, film, literature. Activities may include journals and reports, debates, role-playing and performance. Taught in German.
Prerequisite: GERMAN 301 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

GERMAN 330
Introduction to German Literature and Culture I
German literature and culture from the late Germanic period to Goethe. Discussions of political, social and religious issues and presentation of music, architecture and the visual arts provide the context for readings ranging from medieval epics such as *Parzival* and *Tristan* to the *Faustus* chapbook; Baroque poetry; and plays and poems by Lessing, Goethe and Schiller. Taught in German.
Prerequisite: GERMAN 202 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

GERMAN 331
Introduction to German Literature and Culture II
German literature and culture from Romanticism to the recent unification. Discussion of political, social and aesthetic issues; presentations of music, architecture (Bauhaus), visual arts (Expressionism), and film provide the context for readings ranging from Romantic poetry, Büchner's *Woyzeck* and Nietzsche's *Zarathustra* to prose by Mann, Kafka, Hesse and Grass. Taught in German. Course offered every other year.
Prerequisite: GERMAN 202 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

GERMAN 378
Independent Study
Hrs by arrangement, 3 Credits

GERMAN 379
Independent Study
Hrs by arrangement, 3 Credits

GERMAN 445
The German Novelle
The development of the German novelle from the nineteenth century to the present. Readings and discussions in German.
Prerequisite: GERMAN 202 or equivalent, or instructor's permission.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

GERMAN 478
Readings and Research
Primarily for seniors with a GPA of at least 3.0 in their major who wish to pursue a research topic in depth, one not ordinarily available in standard course offerings. A written prospectus detailing the plan of study must be submitted to the supervising instructor and the department. (Course offered in the fall only.)
Hrs by arrangement, 3 Credits

GERMAN 479
Readings and Research
Primarily for seniors with a GPA of at least 3.0 in their major who wish to pursue a research topic in depth, one not ordinarily available in standard course offerings. A written prospectus detailing the plan of study must be submitted to the supervising instructor and the department.
Hrs by arrangement, 3 Credits

GERMAN 490
German Studies Seminar
In this integrative seminar the advanced student applies literary as well as interdisciplinary approaches to selected topics in German studies. Readings, discussions, reports and a research project. The seminar may also guide the student toward independent study or an honors project. May be taken more than once if seminar topic is not repeated. Good reading knowledge of German required.
Prerequisite: GERMAN 202 or equivalent or instructor's permission.
3 Lect Hrs, 3 Credits

Department of Modern Languages

GERMAN 498
Honors Research Project
Independent and original investigation of a specific aspect of German studies of interest to the student, under the supervision of a departmental advisor. The student reads primary and secondary texts and determines a critical methodology in preparation for the writing of the thesis. Completion of a thesis prospectus and acceptance of the prospectus by the student's proposed thesis supervisor are prerequisites for admission to GERMAN 499.
Distribution Area: World Languages (WL).
3 Credits

GERMAN 499
Senior Honors Thesis
Closely supervised individual research resulting in the completion of a senior honors thesis to be accepted by the thesis advisor and a second reader approved by the department.
3 Credits

Italian Courses

ITAL 100
Intensive Elementary Italian
An intensive language course that covers the entire elementary level in one semester, emphasizing listening and speaking skills. Accelerated work in conversation, grammar, and vocabulary. Open to all students with no previous academic training in Italian. After completing ITAL 100, students may enter courses at the intermediate level.
Prerequisite: Permission of department.
Distribution Area: World Languages (WL).
6 Lect Hrs, Lab, 8 Credits

ITAL 101
Elementary Italian I
For students who have no creditable training in Italian; intensive practice in the four language skills, with an audio-lingual approach. Weekly laboratory attendance and assignments required.
Distribution Area: World Languages (WL).
3 Lect Hrs, Lab, 4 Credits

ITAL 102
Elementary Italian II
The continuation of ITAL 101.
Prerequisite: ITAL 101 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, Lab, 4 Credits

ITAL 165
Masterpieces of Italian Literature
Representative Italian masterpieces in English, from the Middle Ages to the twentieth century, such as Dante's *Vita Nuova*, Petrarch's love lyrics, Boccaccio's short stories, Macchiavelli's *The Prince*, Goldoni's theater, Leopardi's poetry, and Moravia's novels, each studied in the context of its contemporary civilization. The literary texts serve as models of artistic creativity, and fundamental principles of art are examined.
3 Lect Hrs, 3 Credits

ITAL 201
Intermediate Italian I
An intensive review of grammar and further development of audio-lingual skills with correlated readings in Italian culture.
Prerequisite: ITAL 102 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

ITAL 202
Intermediate Italian II
A continuation of ITAL 201.
Prerequisite: ITAL 201 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

ITAL 261
The Modern Italian Novel
An analysis of the leading artistic and social problems of the twentieth century in works by such representative authors as Levi, Vittorini, Moravia, Silone, Svevo, Pavese, Pasolini, and Pratolini. Readings and discussions in English.
3 Lect Hrs, 3 Credits

ITAL 267
The Renaissance View of Man
A study of Renaissance man's ideals concerning culture, education, artistic creativity, civic values, societal roles, and love, through a critical reading of pertinent texts. Readings and discussions in English.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits

ITAL 268L (AMST 268L)
The Italian-American Experience: Literature and Society
This course uses works of fiction and non-fiction to examine the contribution of Americans of Italian descent to American civilization, and the interaction of the two cultures. Consideration is given to the particular regions from which immigrants have come. Readings and discussions in English.
3 Lect Hrs, 3 Credits

ITAL 270
Dante's *Divine Comedy*
A close reading of Dante's masterpiece—*Inferno, Purgatory, Paradise*—in the context of medieval civilization. Readings and discussions in English.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits

ITAL 273
The Feminine Presence in Italian Culture
Topics pertaining to the role of women in the formation of Italian culture. An interdisciplinary approach stressing literature, the arts, and social history. Topics include: women in love and literature, marriage, and motherhood. Texts are selected from works by and about women, including poetry, autobiography, fiction, and history. Readings and discussions in English.
Note: WOST C100 or C150 recommended, although not required, as preparation for this course.
Distribution Area: World Cultures (WC).
3 Lect Hrs, 3 Credits

ITAL 276
The Italian Cinema
An in-depth look into the thematic and technical development of the Italian cinema in the context of literary and social history from neo-realism through the 1980's. Films by Rossellini, Visconti, De Sica, Fellini, Antonioni, and Pasolini. The course is conducted in English.
Prerequisite: Sophomore standing or permission of department.
3 Lect Hrs, 3 Credits

ITAL 298
Tutorial I
A course designed to assist students majoring, or wishing to major, in Italian, in those areas where individual problems of learning or preparation need to be resolved.
Prerequisite: ITAL 202 or departmental prognostic test.
Distribution Area: World Languages (WL).
Hrs by arrangement, 1-2 Credits

ITAL 299
Tutorial II
See ITAL 298.
Prerequisite: ITAL 202 or departmental prognostic test.
Distribution Area: World Languages (WL).
Hrs by arrangement, 1-2 Credits

Department of Modern Languages

ITAL 301
Italian Composition and Conversation
An intensive review of grammar, exercises in free composition, and advanced conversational practice.
Prerequisites: ITAL 202 or equivalent, and permission of department.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

ITAL 302
Advanced Grammar and Stylistics
The main objective of this course is to give students a better knowledge of Italian morphology, syntax, semantics, and structure. Recurring problem areas in grammar are emphasized, as is literary understanding of style, genre, and current usage.
Prerequisite: ITAL 202 or equivalent, or permission of department.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

ITAL 305
Language of Modern Italy
An advanced course in contemporary Italian usage. Analysis of diverse linguistic models, translation and comparative study of English and Italian. Discussion of regional differences in speech, development of idiomatic and specialized vocabulary, and an exploration of genre and style.
Prerequisites: ITAL 201 and 202 or equivalent, and permission of the department.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

ITAL 310
Readings in Italian
A course in the practice of reading cultural and literary materials including articles, short texts, cultural selections, and brief critical writings. Emphasis on improving students' ability to comprehend information, develop analytical reading skills, and understand the basics of Italian writing style.
Prerequisite: ITAL 202 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

ITAL 311
Introduction to Italian Literature I
A survey of Italian literature as a reflection of Italian civilization from the Middle Ages to the Renaissance.
Prerequisite: ITAL 202 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

ITAL 312
Introduction to Italian Literature II
A continuation of ITAL 311. A survey of Italian literature as a reflection of Italian civilization from the Renaissance to the modern period.
Prerequisite: ITAL 202 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

ITAL 313
Italian Culture/Theory of Literature III
Prerequisite: ITAL 202 or equivalent.
3 Lect Hrs, 3 Credits

ITAL 315
L'Italia: Ieri e Oggi
An interdisciplinary survey of Italian culture and civilization from the fall of the Roman Empire to the European Union. Studies in Italian history, thought and the arts as a background for literature.
Prerequisite: ITAL 202 or equivalent.
3 Lect Hrs, 3 Credits

ITAL 320
Dante: *La Commedia*
A close reading of Dante's masterpiece in the context of Medieval civilization.
Prerequisite: ITAL 202 or equivalent and permission of department.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

ITAL 330
Letteratura del Medioevo
The dawning of Italian literature as an artistic medium in the Middle Ages: first examples of courtly poetry, theater and narrative. Readings from the early religious writers to Petrarch and Boccaccio.
Prerequisite: ITAL 202 or equivalent, or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

ITAL 340
Il Rinascimento
An overview of Italy's Renaissance, from the classical concerns of the Humanists to the religious oppression of the Counter Reformation, this course explores the intellectual, philosophical, and artistic aspirations and achievements of the fifteenth and sixteenth centuries. Readings include Lorenzo de' Medici, Machiavelli, Ariosto, Castiglione, and Tasso.
Prerequisite: ITAL 202 or equivalent, or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

ITAL 350
Dal Barocco all' Illuminismo
Marino, Vico, Goldoni, Parini, and Alfieri as examples of the development from the extravagance of the Baroque to the rationalism of the Age of Enlightenment.
Prerequisite: ITAL 202 or equivalent, or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

ITAL 360
L'Ottocento
A panoramic view of the major movements affecting nineteenth century Italian culture: Neo-classicism, Romanticism, the Risorgimento, Verismo, and Decadentism. Readings include Foscolo, Leopardi, Manzoni, Mazzini, Verga, Carducci, Pascoli, and D'Annunzio.
Prerequisite: ITAL 202 or equivalent, or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

ITAL 370
Il Novecento
An overview of the major protagonists, trends and movements in twentieth century Italian literature from the earliest signs of cultural disaffection in the Crepuscolari and Futuristi to the linguistic games of the semiologists.
Prerequisite: ITAL 202 or equivalent, or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

ITAL 378
Independent Study
In this integrative seminar the advanced student applies literary as well as interdisciplinary approaches to selected topics in Italian. For those students wishing to pursue the study of Italian language, literature or culture beyond the intermediate level. A course of study is jointly designed by supervising instructor and student. (Course offered in the fall only.)
Prerequisites: ITAL 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

ITAL 379
Independent Study
See ITAL 378. (Course offered in the spring only.)
Prerequisites: ITAL 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

Department of Modern Languages

ITAL 410
La Lirica
A study of the development and evolution of the Italian lyrical tradition from the Sicilian school to the modern period.
Prerequisite: ITAL 202 or equivalent, or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

ITAL 420
La Novellistica
A study of the evolution of the short story from Boccaccio's *Decameron* to the modern short-fiction writers. A selection of writings from each century is read and discussed from literary, social and cultural perspectives.
Prerequisite: ITAL 202 or equivalent, or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

ITAL 430
Il Teatro
A critical survey of the development of Italian theater from the late Middle Ages to the present, emphasizing significant contributions made to the international stage. Readings range from the Renaissance works of Poliziano and Machiavelli to the modern dramas of Betti and Pirandello.
Prerequisite: ITAL 202 or equivalent, or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

ITAL 440
Il Romanzo Moderno
A study of the Italian novel from Manzoni to contemporary writers. Literary trends such as "Verismo," "Regionalismo" and "Letteratura di costume" are considered in the writings of Verga, Manzoni, Vittorini, Moravia and others.
Prerequisite: ITAL 202 or equivalent or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

ITAL 441
Modern Italian Poetry
A survey of the principal poets from Carducci to Montale, with emphasis on Hermeticism.
Prerequisites: ITAL 202 or equivalent, or permission of department.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

ITAL 476
Cinema e Letteratura
An in-depth look into the thematic and technical development of the Italian cinema in the context of the literary, social and cultural history from Neo-Realism to the present. Films by Rossellini, Visconti, DeSica, Fellini, Antonioni, and Pasolini. Discussions in Italian.
Prerequisite: ITAL 202 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

ITAL 478
Reading and Research
Primarily for seniors with a GPA of at least 3.0 in their major who wish to pursue a research topic in depth, one ordinarily not available in standard course offerings. A written prospectus detailing the plan of study must be submitted to supervising instructor and department. (Course offered in the fall only.)
Prerequisites: ITAL 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

ITAL 479
Reading and Research
Primarily for seniors with a GPA of at least 3.0 in their major who wish to pursue a research topic in depth, one ordinarily not available in standard course offerings. A written prospectus detailing the plan of study must be submitted to supervising instructor and department.
Hrs by arrangement, 3 Credits

ITAL 480
Special Topics
In-depth study of a particular author, work, theme, or historical period. Course content varies each time the course is offered. Students are invited to suggest topics of special interest to them.
Prerequisites: ITAL 202 or equivalent, and permission of department.
3 Lect Hrs, 3 Credits

ITAL 490
Modern Italian Culture
3 Lect Hrs, 3 Credits

ITAL 498
Honors Research Project
Independent and original investigation of a specific aspect of Italian literature of special interest to the student, under the supervision of a departmental advisor. Students read primary and secondary texts and determine a critical methodology in preparation for the writing of the thesis. Completion of a thesis prospectus and acceptance by the student's proposed thesis supervisor are prerequisites for admission to 499.
Prerequisites: Limited to majors in their senior year with a cumulative GPA of 3.0 and a GPA of 3.25 in the major. Students should have completed at least 6 courses for the major. Permission of both faculty supervisor and department chair.
Distribution Area: World Languages (WL).
Hrs by arrangement, 3 Credits

ITAL 499
Senior Honors Thesis
Closely supervised individual research resulting in the completion of a senior honors thesis to be accepted by the thesis advisor and a second reader approved by the department.
Prerequisites: Limited to majors in their senior year with a cumulative GPA of 3.0 and 3.25 in the major who have successfully completed 498. Permission of both faculty advisor and department chair.
Distribution Area: World Languages (WL).
Hrs by arrangement, 3 Credits

ITAL 500
History of the Italian Language
Survey of the evolution of Italian from spoken Latin to the modern language with analysis of texts from each major period.
Prerequisites: ITAL 301 and 312, or equivalent.
3 Lect Hrs, 3 Credits

ITAL 590
Studies in Culture
This course is open to secondary school teachers of Italian. The aim of the course is to update the participants' knowledge of contemporary Italy. Topics vary; they include, among others, Italy Today, Film and Literature, Women in a Changing Italy, Dialects and Regionalism, Song as an Expression of Culture.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs 3 Credits

Japanese Language and Literature Courses

JAPAN 101
Elementary Japanese I
This course is intended for absolute beginners (those who have never studied Japanese) and those who have some background in Japanese but would like to start afresh. We will focus on some elements of grammar, including present and past tenses; hiragana and katakana writing systems; and fixed phrases. Students also

Department of Modern Languages

learn about 30 Kanji (Chinese characters). All four language skills (speaking, listening, reading, and writing) will be covered.
Distribution Area: World Languages (WL).
3 Lect Hrs, Lab, 4 Credits

JAPAN 102
Elementary Japanese II
This course is a continuation of JAPAN 101, and assumes the knowledge of Japanese covered in it. Students who studied Japanese elsewhere and wish to take the course need to demonstrate a similar level of competency. All four language skills (listening, speaking, reading, and writing) will be covered. In addition to new elements of grammar, students will learn about 50 new Kanji.
Prerequisite: JAPAN 101 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, Lab, 4 Credits

JAPAN 201
Intermediate Japanese I
As in JAPAN 101 and 102, students will get exposure to basic Japanese grammar and Kanji. All four language skills (listening, speaking, reading, and writing) will be covered. New elements of grammar, such as making comparisons and using informal speech, as well as adding subtle nuances will be introduced. Depending on the class composition and student ability, possible class activities include skits and/or creative writing in Japanese.
Prerequisite: JAPAN 102 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, Lab, 3 Credits

JAPAN 202
Intermediate Japanese II
In addition to new elements of grammar, some real-life Japanese materials such as advertisements, children's stories, and newspaper articles will be occasionally introduced. As in JAPAN 201, we will engage in creative writing and other activities as deemed appropriate.
Prerequisite: JAPAN 201 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, Lab, 3 Credits

JAPAN 250
Modern Japanese Literature
This course examines key texts of modern Japanese literature from the late nineteenth century to the present—from critical masterpieces to recent bestsellers. All texts are in English translation, and no knowledge of Japanese is required.
Diversity Area: International.
3 Lect Hrs, 3 Credits

JAPAN 252
Traditional Japanese Literature
Selected readings in classical literature from the earliest era to the mid-nineteenth century, including fiction, drama, essays, and poetry. Readings are in English, and no knowledge of Japanese is required.
Diversity Area: International.
3 Lect Hrs, 3 Credits

JAPAN 260
Japanese Theatre
This course is a survey of the rich world of Japanese theatre. We examine such traditional performing arts as No, Kyogen, and Kabuki, as well as more contemporary genres, including Takarazuka and Butoh. All readings are in English. All students interested in Japanese culture as well as performance studies are welcome.
3 Lect Hrs, 3 Credits

JAPAN 270
Introduction to Japanese Culture
An interdisciplinary introduction to traditional and contemporary Japanese culture. The course investigates the origin and historical development of major aspects of Japanese culture, through reading materials written by Japanese and non-Japanese specialists as well as English translations of original texts, along with lectures, visual presentations and discussions. No knowledge of Japanese required.
Diversity Area: International.
3 Lect Hrs, 3 Credits

JAPAN 276
Postwar Japanese Cinema: From Kurosawa Akira to Kurosawa Kyoshi
This course is a survey of postwar Japanese cinema. We examine seminal works by key directors—including Kurosawa Akira, Ozu Yasujiro, Oshima Nagisa, Miike takashi, Mlyazaki Hayao, and Kurosawa Kiyoshi. All films are "Japanese" (while the question of "national cinema" is one of the questions this course will raise) with English subtitles. Background in cinema studies is a plus, but all students interested in cinema are welcome.
Diversity Area: International.
3 Lect Hrs, 3 Credits

JAPAN 301
Advanced Japanese I
A course in written and spoken Japanese beyond the intermediate level. The major goal is to develop reading proficiency through extensive exposure to all types of written material found in Japan today. Emphasis is also given to building up vocabulary as the key tool for intellectual communication. The acquisition of additional Kanji, brings the cumulative total (starting from JAPAN 101) to approximately 750.
Prerequisite: JAPAN 202 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

JAPAN 302
Readings in Japanese
In this course, we read Japanese short fiction, essays, and newspaper articles in Japanese. We also discuss them in class in Japanese. Among other topics, we will consider various social problems and intriguing phenomena, including changing views of gender and sexuality, the interplay of aesthetics and politics in arts, and the relationship between Japan and the rest of the world. (There will be two or three screenings of films and/or TV programs based on short stories and current events.)
Prerequisite: JAPAN 202 or equivalent.
3 Lect Hrs, 3 Credits

JAPAN 378
Independent Study
For those students wishing to pursue the study of Japanese language, literature or culture beyond the intermediate level. A course of study is jointly designed by supervising instructor and student.(Course offered in the fall only.)
Prerequisite: JAPAN 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

JAPAN 379
Independent Study
See JAPAN 378. (Course offered in the spring only.)
Prerequisite: JAPAN 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

JAPAN 478
Reading and Research
Primarily for seniors with a GPA of at least 3.0 in their major who wish to pursue a research topic in depth, one ordinarily not available in standard course offerings. A written prospectus detailing the plan of study must be submitted to supervising instructor and department. (Course offered in the fall only.)
Prerequisite: JAPAN 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

Department of Modern Languages

JAPAN 479
Reading and Research
See JAPAN 478 (Course offered in the spring only.)
Prerequisite: JAPAN 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

JAPAN 498
Honors Thesis Japan
3 Credits

Russian Courses

RUSS 101
Elementary Russian I
Intensive practice in reading and speaking for students who have no creditable training in Russian. Weekly laboratory attendance and assignments required.
Distribution Area: World Languages (WL).
3 Lect Hrs, Lab, 4 Credits

RUSS 102
Elementary Russian II
Continuation of RUSS 101.
Distribution Area: World Languages (WL).
3 Lect Hrs, Lab, 4 Credits

RUSS 201
Intermediate Russian I
Conversation and reading with emphasis on comprehension, developing reading skills, vocabulary building, and translation from Russian to English.
Prerequisite: RUSS 102 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 4 Credits

RUSS 202
Intermediate Russian II
Prerequisite or corequisite for all advanced-level courses in the department. Particular attention to grammatical problems that arise in reading. Work on Russian-to-English translation.
Prerequisite: RUSS 201 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 4 Credits

RUSS 250
Dostoevsky
An introduction to the life and works of Fyodor Dostoevsky. Emphasis on reading and analysis of selected texts, including two of his major novels. No knowledge of Russian required.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits

RUSS 251
Tolstoy
An introduction to the life and works of Leo Tolstoy. Emphasis on reading and analysis of selected texts including either *War and Peace* or *Anna Karenina*. No knowledge of Russian required.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits

RUSS 255L (WOST 255L)
Women in Russia
The history and culture of Russian women of different classes, backgrounds, and affectional/sexual orientations with emphasis on how their past and present experience differs from women in Europe and America. Topics for reading and discussion include myths of Amazons and mothers; "rule of women;" peasant women; the Woman Question: poetesses, prostitutes, populists, "perverts"; working women/women's work; women today. No knowledge of Russian required.
Diversity Area: International.
3 Lect Hrs, 3 Credits

RUSS 261
Russian Literature in Translation I
A basic survey of Russian literature from Pushkin to Dostoevsky. Focus on discussion, emphasis on literary analysis. No knowledge of Russian required.
3 Lect Hrs, 3 Credits

RUSS 262
Russian Literature in Translation II
A survey of twentieth century Russian and Soviet Russian literature in its historical and cultural context. Topics include Chekhov, the Symbolists, Prose of the Twenties, Stalinism, literature of the Thaws, and contemporary writers. Emphasis on an analysis of selected texts. No knowledge of Russian required.
3 Lect Hrs, 3 Credits

RUSS 263
Russian Culture and Civilization
An interdisciplinary survey in English of Russian culture from its pre-Christian beginnings in three major periods of its development: Kievan, Muscovite, and Petrine. Focus on literature, architecture and painting with some historical background. Short readings and slides. No knowledge of Russian required.
3 Lect Hrs, 3 Credits

RUSS 264
Soviet Life and Culture
An interdisciplinary introduction in English to Soviet and Russian culture from the Revolution to the present day. Focus on literature, music, and the arts. Topics include: the avant-garde culture of the 1920s; socialist realism and the Stalinist legacy in cultural life; the "Thaws" of the 1950s and 1960s; the dissident movement; and contemporary life and culture. No knowledge of Russian required. Of special interest to students in international relations and management, political science, and economics.
Diversity Area: International.
3 Lect Hrs, 3 Credits

RUSS 303
Conversation and Comprehension II
Intensive training in communicative skills, especially conversation and listening comprehension. Classroom discussions, dialogues, and reports are based in part on authentic spoken texts from radio, television, and the Internet. Students develop the professionally useful skill of monitoring and writing briefs of Russian broadcasts.
Prerequisite: RUSS 202 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

RUSS 306
Business Russian
Students learn to communicate in Russian within a business setting. The course offers practice in conversation and reading on business topics, as well as in writing business letters. Emphasis is given to vocabulary building and learning grammatical and syntactical structures typical of business and financial languages. Aspects of contemporary Russia affecting the business climate are discussed.
Prerequisite: RUSS 202 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

RUSS 321
Reading and Translating Russian
Reading intensively and extensively for rapid acquisition of vocabulary. Principles of advanced grammar, syntax, and Russian-English translation. Practice translating texts in a variety of styles and genres.
Prerequisite: RUSS 202 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

RUSS 322
Readings in Russian Literature
Reading in Russian and discussion of representative nineteenth and twentieth century short prose, plays, and/or poems. Lectures provide information about the centrality of literature in Russian culture, past and present. Discussions focus on stylistic and thematic understanding of specific

Department of Modern Languages

Russian literary works. Practice in reading, understanding, and translating Russian literature.
Prerequisite: RUSS 202 or equivalent, or permission of the instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

RUSS 341
Nineteenth Century Russian Poetry
Discussion of selected poems by Pushkin, Lermontov, Tjutchev, Fet, and Nekrasov. Focus on analysis and translation.
Prerequisite: RUSS 202 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

RUSS 359
Twentieth Century Russian Poetry
Close reading and analysis of the Russian texts of poems by selected twentieth century poets.
Prerequisite: RUSS 202 or equivalent, or permission of instructor.
Distribution Area: World Languages (WL).
3 Lect Hrs, 3 Credits

RUSS 378
Independent Study
For those students wishing to pursue the study of Russian language, literature or culture beyond the intermediate level. A course of study is jointly designed by supervising instructor and student. (Course offered in the fall only.)
Prerequisites: RUSS 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

RUSS 379
Independent Study
For those students wishing to pursue the study of Russian language, literature, or culture beyond the intermediate level. A course of study is jointly designed by the supervising instructor and the student.
Hrs by arrangement, 3 Credits

RUSS 478
Reading and Research
Primarily for seniors with a GPA of at least 3.0 in their major who wish to pursue a research topic in depth, one ordinarily not available in standard course offerings. A written prospectus detailing the plan of study must be submitted to supervising instructor and department. (Course offered in the fall only.)
Prerequisites: RUSS 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

RUSS 479
Reading and Research
Primarily for seniors with a GPA of at least 3.0 in their major who wish to pursue a research topic in depth, one ordinarily not available in standard course offerings. A written prospectus detailing the plan of study must be submitted to supervising instructor and department. (Course offered in the spring only.)
Prerequisite: RUSS 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

RUSS 482
Special Topics
3 Lect Hrs, 3 Credits

RUSS 498
Honors Research Project
Independent and original investigation of a specific aspect of Russian studies of interest to the student, under the supervision of a departmental advisor. Student read primary and secondary texts and determine a critical methodology in preparation for the writing of the thesis. Completion of a thesis prospectus and acceptance by the student's proposed thesis supervisor are prerequisites for admission to 499.
Prerequisites: Limited to majors in their senior year with a cumulative GPA of 3.0 and a GPA of 3.25 in the major. Students should have completed at least 6 courses for the major; permission of both faculty supervisor and department chair.
Hrs by arrangement, 3 Credits

RUSS 499
Senior Honors Thesis
Closely supervised individual research resulting in the completion of a senior honors thesis to be accepted by the thesis advisor and a second reader approved by the department.
Prerequisites: Limited to majors in their senior year with a cumulative GPA of 3.0 and 3.25 in the major who have successfully completed 498; permission of both faculty advisor and the department chair.
Hrs by arrangement, 3 Credits

Vietnamese Courses

VIET 101
Elementary Vietnamese I
An introduction to Vietnamese language and culture. The course is designed for students with no or very little knowledge of Vietnamese. The course develops the foundation of students' four language skills of listening, speaking, reading, and writing through the interactive and communicative approach. It also provides a comprehensive and systematic survey of the fundamentals of Vietnamese phonetics, spelling rules, grammar, and usage of vocabulary. In addition to the main textbook, supplementary materials taken from newspapers and magazines, films, and TV programs in Vietnamese are used to enhance students' language competency.
Distribution Area: World Languages (WL).
3 Lect Hrs, Lab, 4 Credits

VIET 102
Elementary Vietnamese II
This course is a continuation of VIET 101. The course further develops the foundation of students' four language skills of listening, speaking, reading, and writing through the interactive and communicative approach. It also provides a comprehensive and systematic survey of the fundamentals of Vietnamese phonetics, spelling rules, grammar, and usage of vocabulary. In addition to the main textbook, supplementary materials taken from newspapers and magazines, films, and TV programs in Vietnamese are used to enhance students' language competency.
Prerequisite: VIET 101 or equivalent.
Distribution Area: World Languages (WL).
3 Lect Hrs, Lab, 4 Credits

DEPARTMENT OF PERFORMING ARTS

The Performing Arts Department is composed of programs in music, theatre, and dance.

Music

Faculty

Orville Wright, Assistant Professor and Chair; Professors Jon C. Mitchell and David Patterson; Associate Professor Mary Oleskiewicz; Assistant Professor David Pruett; Part-time Lecturer Peter Janson, Catherine Lawlor, Panagiotis Liaropoulos, Timothy McFarland, Frederick Stubbs, and David Giessow

Applied Music Faculty*

Guitar and Bass: Raymond Gonzalez, Peter Janson, Vin Scrima; Organ: Andrew Holman; Percussion: Eric Platz; Piano: Catherine Lawlor, Panagiotis Liaropoulos, Timothy McFarland; Strings: Piotr Buczek, Priscilla Taylor, Scott Woolweaver; Voice: Jessica Cooper, Suzanne Ehly, David Giessow, Sarah Rogevich, Holly Zagaria; Winds: Emilian Badea, Chester Brezniak, Seth Hamlin, Anne Howarth, Mario Perrett, Jessi Rossinki

*Applied music faculty members offer private lessons under the rubric of MUSIC 185.

The Program

The curriculum leading to the Bachelor of Arts in Music at the University of Massachusetts Boston provides an intensive grounding in music theory, history, and performance, both solo and ensemble. It is a well-rounded program of professional and aesthetic training within the context of the traditional liberal arts education offered by the university's College of Liberal Arts. The music curriculum prepares students for advanced professional training or graduate study in music theory, history, composition or performance. A related course of study leads to the Initial License for Teaching Music in Massachusetts. In addition to the bachelor's degree in music, the Performing Arts Department offers students an opportunity to minor in music. The three options in this program are described below. Although no audition is required for acceptance into either the major or the minor, students intending to major in music must take a placement exam in music theory.

Membership in the vocal and instrumental ensembles sponsored by the Department of Performing Arts is open to all students of the university. Admission to the Chamber Singers, the Chamber Orchestra, and the Jazz Band is by audition. Participation in the ensembles contributes to the development of basic musicianship in addition to providing a satisfying performance experience.

The Music Program also offers a variety of general education and elective courses in the arts area of the curriculum to satisfy university and college graduation requirements. Private music instruction (MUSIC 185) in all instruments and voice is available for an additional fee during the fall and spring semesters as well as during the summer through a collaboration between the Department of Performing Arts and the university's Division of Corporate, Continuing, and Distance Education (CCDE). Previous or current association with the university is not required. High-school students and adult learners are welcomed. For information about fees and arrangements contact the departmental office.

Requirements

The Major

- Theory: MUSIC 121-122, 123-124; 221-222, 223-224
  (20 credits)
- Keyboard Skills: MUSIC 131-132 (4 credits)
- History: MUSIC 301, 302, 303, and one history elective at the 400 level (one such elective is offered each spring) (12 credits)
- Solo Performance: 185 (8 credits)
- Ensemble Performance: 101, 102, 104, 106, or 294 (six semesters)

Six semesters of performing ensemble are required for the major; however, this requirement must be seen as the bare minimum for a non-professional degree. Students who aspire to becoming performers (all types) or music educators, and/or intend to further their studies beyond the Bachelor of Arts degree, are required to be in at least one performing ensemble that is idiomatic to their instrument per semester, whether officially enrolled for performing ensemble credit or not. All transfer students with fewer than sixty credits are required to fulfill their entire performing ensemble requirement at UMass Boston.

The phrase "idiomatic to their instrument" means, for example, that saxophonists will perform in jazz band and string players will perform in orchestra. Any question as to assignment of instruments that fit both categories (trumpet, for example) is left up to the discretion of the ensemble conductors and will be determined by the needs of all the performing ensembles for any given semester. Once performing in the ensemble determined to be idiomatic to their instrument, students may elect to perform in others.

In order to be certified for graduation a student must achieve at least level four of proficiency in performance. Repertoire lists of the eight proficiency levels are available from instructors or from the Department of Performing Arts office. Students majoring in music must perform before a faculty jury at the end of each semester. In addition, all music majors are expected to demonstrate elementary keyboard proficiency before graduation. Each student majoring in music will be assisted by a departmental advisor to plan a sequence of courses that will meet his or her own needs and satisfy the requirements of the Department of Performing Arts. No course required for the major in music may be taken pass/fail.

The Minor

Eighteen to twenty credits are required for the minor. Three separate options are available for those students wishing to minor in music.

Theory: This option offers a coordinated sequence of music theory courses with supplementary courses in music history and performance.

- Requirements: MUSIC 121-122, 123-124; one semester of music history at the 300 level, two semesters in a performing ensemble, and one music elective of the student's choice. (Although not required, MUSIC 131 is recommended for the minor in theory.)

History: This option offers a survey of the history of music from the Middle Ages to the present, a theory component and performance experience.

- Requirements: MUSIC 301, 302, 303; one upper-level music history elective, one year of music theory (MUSIC 121-122), and one semester in a performing ensemble.

Performance: This option offers students a course of study emphasizing vocal or instrumental performance, with additional courses in music theory and history.

- Requirements: four semesters in a performing ensemble (MUSIC 101, 102, 104, 106, 294), one year of music theory (MUSIC 121-122), one semester of music history at the 300 level, and one music elective.

All students minoring in music are encouraged to enroll in private music instruction offered through the Department of Performing Arts and Continuing Education.

Department of Performing Arts

No course required for the minor in music may be taken pass/fail.

Music Teacher Licensure

Music teachers are now licensed in this state at four levels: temporary, provisional, initial, and professional. The Music Program in the Department of Performing Arts offers a program leading toward the Initial License. This in turn can lead to the Professional License. There is currently no degree program in music offered beyond the bachelor of arts, although there are master's degree programs offered through the Graduate College of Education. The Music Teacher Licensure Program at UMass Boston is approved by NCATE.

Requirements for Initial Licensure include a bachelor's degree in music, completion of a prescribed prepracticum educational component, and successful completion of a practicum component.

Requirements for admission to the program include sophomore standing, a cumulative grade point average (GPA) of at least 3.0, and approval of the Music Education faculty.

A handbook describing the requirements for teacher certification in music is available in the Music Program office.

Honors

Admission to the senior honors program is open to music majors with a 3.0 cumulative grade-point average and a 3.25 average in music courses. The honors project must be approved by the faculty supervisor and the departmental honors committee during the semester before the project is to begin. During the semester in which the project is completed the student must be enrolled in MUSIC 498.

Transfer Credit Policy

The department puts no limit on the number of transfer credits it will accept but the transfer student must earn at least 15 credits in the major to be taken in residency over a minimum of one academic year.

Music Courses

MUSIC 103G
Music as Experience

MUSIC 105G
Music of the World

MUSIC 205G
Introduction to Ethnomusicology

MUSIC 253G
Black American Music

For a complete description of these General Education courses, see the "First-year and Intermediate Seminars" section of this publication.

MUSIC 101
Chorus
The study and performance of music for chorus from the medieval period through the twentieth century. This course may be repeated for credit.
3 Lect Hrs, 2 Credits

MUSIC 102
Chamber Singers
The study and performance of music for the small vocal ensemble. Repertoire ranges from Renaissance madrigals to contemporary music. Limited enrollment. This course may be repeated for credit.
Prerequisite: By audition.
3 Lect Hrs, 2 Credits

MUSIC 104
Jazz Band
Analysis, improvisation and performance of jazz. Work in small ensembles. This course may be repeated for credit.
Prerequisite: By audition.
3 Lect Hrs, 2 Credits

MUSIC 106
Orchestra
The study and performance of music for chamber orchestra. Repertoire ranges from Renaissance to contemporary music. (Often this is available for credit as MUSIC 479, section 1.) This course may be repeated for credit.
Prerequisite: By audition.
3 Lect Hrs, 2 Credits
Mr Mitchell

MUSIC 110
Listening Experience
A study of the creative processes which shape the musical artwork, emphasizing a broad range of intensive, analytical listening experiences.
3 Lect Hrs, 3 Credits

MUSIC 111
An Introduction to Music
Basic music materials, principles of design, and the cultural significance of representative works in historical sequence. Designed primarily for non-music majors.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits

MUSIC 115
World Music
An introduction to the musical traditions of countries throughout the world, embracing the role of music in society, ritual, and culture. Traditional vocal and instrumental styles of folk and traditional music are illustrated through audio and visual materials.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Mr Pruett

MUSIC 121
Theory I
An introduction to the fundamentals of tonal harmony: scales, intervals, keys, and triads. Analysis and application of melodic and harmonic structures. (Course offered in the fall only.)
Corequisite: MUSIC 123.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Mr Patterson and Staff

MUSIC 122
Theory II
A continuation of MUSIC 121: realization of bass lines in four-part harmony. Basic counterpoint. Principles of voice-leading. (Course offered in the spring only.)
Corequisite: MUSIC 124.
Prerequisite: MUSIC 121.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Mr Patterson and Staff

MUSIC 123
Ear Training and Sight Singing I
Interval recognition, rhythmic exercises, and performance of simple melodies from score. (Course offered in the fall only.)
Corequisite: MUSIC 121.
3 Lect Hrs, 2 Credits
Mr Patterson and Staff

MUSIC 124
Ear Training and Sight Singing II
A continuation of MUSIC 123. Further score reading and rhythmic exercises. Dictation of moderately simple melodies and introduction to part-singing. (Course offered in the spring only.)
Corequisite: MUSIC 122.
Prerequisite: MUSIC 123.
3 Lect Hrs, 2 Credits
Mr Patterson and Staff

MUSIC 131
Elements: Keyboard I
Introduction to the keyboard; hand position, fingering, and reading from score. Major

Department of Performing Arts

scales, harmonization of melodies; simple pieces. Designed primarily for music majors. (Course offered in the fall only.)
3 Lect Hrs, 2 Credits

MUSIC 132
Elements: Keyboard II
A continuation of major scales, introduction to minor scales, harmonization of melodies with expanded chord vocabulary. Further study of piano technique, including coordination of hands in more complex rhythmic patterns. (Course offered in the spring only.)
Prerequisite: MUSIC 131.
3 Lect Hrs, 2 Credits

MUSIC 185
Applied Music
Private, individualized study of voice and all instruments covering both performing techniques and musicianship. Open to all students upon payment of an additional fee. Twelve hour or half-hour lessons per semester. May be repeated for credit. Students may register for this course through CCDE.
Hrs to be arranged, 1 Credit
Please note: One of the following three required major courses in music history is offered each semester.

MUSIC 221
Theory III
A continuation of MUSIC 122: further practice in four-part writing, using dominant, non-dominant, and diminished seventh chords. Realization of figured basses and harmonization of melodies. Analysis of binary and ternary forms.
Corequisite: MUSIC 223.
Prerequisite: MUSIC 122.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Mr Patterson and Staff

MUSIC 222
Theory IV
A continuation of MUSIC 221: advanced four-part writing and the introduction of short tonal compositions in imitation of classic models. Further analysis of complex harmonic and melodic structures.
Corequisite: MUSIC 224.
Prerequisite: MUSIC 221.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Mr Patterson and Staff

MUSIC 223
Ear Training and Sight Singing III
A continuation of MUSIC 124: more advanced score reading and exercises in complex rhythms. Dictation of chord sequences and melodies.
Corequisite: MUSIC 221.
Prerequisite: MUSIC 124.
3 Lect Hrs, 2 Credits
Mr Patterson and Staff

MUSIC 224
Ear Training and Sight Singing IV
A continuation of MUSIC 223: emphasis on dictation of harmonic progressions and extended melodies.
Corequisite: MUSIC 222.
Prerequisite: MUSIC 223.
3 Lect Hrs, 2 Credits
Mr Patterson and Staff

MUSIC 241
American Music
The growth and development of American music in both its rural-folk and urban aspects.
Distribution Area: The Arts (AR).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Mitchell

MUSIC 248
Universe of Music
An introduction to the infinite universe of music from its origins to the present, this course investigates the role of instruments, culture, myth and science in the evolution of music. Illustrations through the medium of the World Wide Web present the concept of music as both communication of ideas and expression of feelings in diverse musical traditions of the world.
Distribution Area: The Arts (AR).
Diversity Area: International.
3 Lect Hrs, 3 Credits

MUSIC 251
The History and Development of Jazz in America
The development of jazz from its origin to the present.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

MUSIC 252
African and African-American Music
An examination of African-American music (black music) from its African origins to contemporary black musical expression, including work songs, spirituals, minstrelsy, blues, rhythm and blues, and gospel.
Distribution Area: The Arts (AR).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Wright

MUSIC 255
Jazz Harmony and Arranging
An introduction to the fundamentals of jazz theory: scales, modes, chord progressions and voicing. Analysis and application of melodic, harmonic and rhythmic structures through improvisation, composition and arranging in small forms.
Prerequisite: MUSIC 122 or permission of instructor.

MUSIC 258
American Music in Wartime
The history of the United States goes back only 255 years, yet in that relatively short amount of time the country has been involved in no fewer than ten wars. This course is a survey course examining American wartime composers, their lives, their works, and the events surrounding the composition of patriotic works.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits

MUSIC 294
Chamber Ensemble
The study and performance of chamber music including woodwind quintets, string trios, and piano quartets from the baroque to the present. Focus is on analysis of form and style. Enrollment in MUSIC Z294 does not count toward fulfillment of the Ensemble Performance requirement.
Prerequisite: By audition.
3 Lect Hrs, 2 Credits
Mr Mitchell

MUSIC 301
Music History I
A survey of important stylistic and formal developments from the Middle Ages to the early baroque. Liturgical chant, the rise of polyphony, the motet, monophonic and polyphonic secular song, monody, opera and major works of composers from Machete to Monteverdi. (Course offered every third semester.)
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Ms Oleskiewicz

MUSIC 302
Music History II
A survey of important stylistic and formal developments from the middle Baroque to the dawn of the Romantic period and the transition to independent genres of instrumental music (sonata, symphony, concerto). Composers whose works are studied include Purcell, Bach, Händel, Haydn, Mozart and Beethoven. (Course offered every third semester.)
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Ms Oleskiewicz

Department of Performing Arts

MUSIC 303
Music History III
A survey of important trends in music of the nineteenth and twentieth centuries against a background of social, economic, and political change. The art song, piano music, program music, opera, and choral music. Changes in musical language and concepts in the works of Wagner, Debussy, Schoenberg, Stravinsky, Bartok, Ives, and contemporary composers. (Course offered every third semester.)
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Ms Oleskiewicz

MUSIC 381
Counterpoint
The principles of melodic lines and their combination. Imitation, canon, and fugue in two and three voices.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Patterson

MUSIC 382
Form and Analysis
Analysis of simple and complex structures in traditional and experimental music.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Patterson

MUSIC 393
An Introduction to Composition
Original composition. Studies in the nature of melody, harmony, rhythm, and structure.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Patterson

MUSIC 400
Master Composers
A survey of the life, works, and influence of eminent composers. Topics vary each semester, and are listed in the department's announcement of current course offerings.
Prerequisite: MUSIC 301, 302, or 303.
3 Lect Hrs, 3 Credits
Ms Oleskiewicz

MUSIC 401
String Methods
Intensive class instruction in the fundamentals of string technique. This course offers preparation for teaching instrumental music at the secondary level.
Prerequisite: MUSIC 222.
2 Lect Hrs, 2 Credits
Mr Mitchell

MUSIC 402
Woodwind Methods
Intensive class instruction in the fundamentals of woodwind technique. This course offers preparation for teaching instrumental music at the secondary level.
Prerequisite: MUSIC 222.
2 Lect Hrs, 2 Credits
Mr Mitchell

MUSIC 403
Brass Methods
Intensive class instruction in the fundamentals of brass technique. This course offers preparation for teaching instrumental music at the secondary level.
Prerequisite: MUSIC 222.
2 Lect Hrs, 2 Credits
Mr Mitchell

MUSIC 404
Percussion Methods
Intensive class instruction in the fundamentals of percussion technique. This course offers preparation for teaching instrumental music at the secondary level.
Prerequisite: MUSIC 222.
2 Lect Hrs, 2 Credits
Mr Mitchell

MUSIC 420
The History of Song
A study of song style and literature from the medieval period to today.
Prerequisite: MUSIC 302.
3 Lect Hrs, 3 Credits

MUSIC 430
The Music of Court and Chapel
A selective repertoire of music from the Middle Ages through the late eighteenth century with particular emphasis on the court and ecclesiastical milieu which frequently determined its development. Emphasis on the social status of composers, the audience for which they wrote, and the influence of patronage on the repertoire.
Prerequisite: MUSIC 301, 302, 303, or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Oleskiewicz

MUSIC 434
The History of Musical Instruments
The art and technology of musical construction from the Middle Ages to the present. Representative repertoire is used to illustrate particular instruments in solo and ensemble contexts.
Prerequisite: MUSIC 301, 302, or 303; or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Oleskiewicz

MUSIC 435
Opera
The musical, literary and scenic components of opera from 1600 to the present with special attention to the works of Monteverdi, Händel, Mozart, Verdi, Wagner and Puccini.
Prerequisite: MUSIC 301, 302, or 303; or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Oleskiewicz

MUSIC 440
Instrumental Methods and Literature in the Teaching of Music
This course deals with running band and orchestra programs in grades 4 12 in the schools. Topics include: history and literature, psychology of music, teaching methods, organization, administration, literature, adjudication, program evaluation, and the instrumental music teaching profession.
Prerequisites: Junior standing and admission to the music education program.
3 Lect Hrs, 3 Credits
Mr Mitchell

MUSIC 441
Choral and General Music Methods and Literature
Choral and general music in public and parochial schools. This course deals with all aspects of running choral and general programs in grades N-12. Topics include history and philosophy, psychology, teaching methods, foreign approaches, (Orff, Kodály, Dalcroze, Suzuki), lesson planning, literature, and joining the profession.
Prerequisites: Junior standing and admission to the music education program or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Mitchell

MUSIC 442
Conducting
An introduction to the fundamentals of conducting: the baton, beat patterns, posture, gestures, score study, and rehearsal techniques.
Prerequisites: Junior standing, MUSIC 122.
3 Lect Hrs, 2 Credits
Mr Mitchell

MUSIC 453
The History of Performance
A study of music literature through the conventions that govern its performance. Notation, musical instruments and ensembles, the role of improvisation, and changing musical tastes are examined in relation to historic repertoires from the Middle Ages

Department of Performing Arts

to the present. Topics also include the development of the public concert and of the art of the conductor.
Prerequisites: MUSIC 201, 202, 203.
3 Lect Hrs, 3 Credits
Ms Oleskiewicz

MUSIC 454
The Symphony
A survey of the symphony and symphonic poem from the first half of the eighteenth century to the present. Analysis of representative trends and major works with attention to the evolution of the orchestra and the public concert.
Prerequisite: MUSIC 202 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Oleskiewicz

MUSIC 479
Independent Study
Open to advanced students who wish to do intensive work on a particular topic. A written outline of the project must be submitted to the prospective instructor well in advance of the beginning of the semester in which the project is to be done. An extended written paper is the normal outcome of such a project. While enrollment in Independent Study is encouraged for advanced students, all students enrolling in MUSIC 479 (other than the Chamber Orchestra section) that involves any aspect of performance do so with the understanding that they will continue to perform in the performing ensemble idiomatic to their instrument, whether officially enrolled for credit or not.
Prerequisite: Permission of instructor.
Hrs by arrangement, 3 Credits

MUSIC 483
Orchestration
A study of the range and timbre of instruments. Practical ways of combining instruments. Discussion of mass, texture, and sound.
Prerequisites: Junior standing and MUSIC 223.
3 Lect Hrs, 3 Credits
Mr Mitchell

MUSIC 490
Honors in Music
The honors project is an important creative effort that culminates in a recital of original compositions, a senior recital, or a document embodying scholarly research. The project must be approved, during the semester before the project is to begin, by the student's faculty supervisor and by the departmental honors committee. While enrollment in Honors in Music is encouraged for advanced students, all students enrolling in MUSIC 490 that involves any aspect of performance do so with the understanding that they will continue to perform in the performing ensemble idiomatic to their instrument, whether officially enrolled for credit or not.
Prerequisites: 3.0 overall GPA; 3.25 in music courses; senior standing; approval of the department.
Hrs by arrangement, 3 Credits

MUSIC 498
Senior Honors
An opportunity for seniors to work with a faculty advisor on an individualized, advanced project. The senior honors project may be either a major creative effort leading to a recital/portfolio of original compositions, a senior recital, or a written research project in music theory or history. While enrollment in Senior Honors is encouraged for advanced students, all students enrolling in MUSIC 498 that involves any aspect of performance do so with the understanding that they will continue to perform in the performing ensemble idiomatic to their instrument, whether officially enrolled for credit or not.
Prerequisites: Senior standing and permission of the departmental honors committee.
Hrs by arrangement, 3 Credits

MUSIC 499
Pre-Practicum in Music
Field experience consisting of observation and limited assistance in selected public school music programs. This, coupled with the pre-practicum experience taken with required courses of the Provisional Teacher Certification Program, fulfills the pre-practicum requirement established by the Commonwealth of Massachusetts. This course is offered every semester.
Prerequisite: Admission to the Music Education Program.
3 Lect Hrs, 1 Credit
Mr Mitchell

Theatre and Dance

Theatre Faculty

Assistant Professors Robert Lublin and Carrie Ann Quinn; Full-time Lecturer Laura Schrader-Johnson; Part-time Lecturer Daniel Gidron, Michael Fennimore, Ginger Lazarus, and Mary Kate Caffrey

Dance Faculty

Elizabeth Lapuh, Lecturer and Director of Dance Program; Part-time Lecturers Anne Tolbert, Daniel Swain, Kelley Donovan, Sharon Montella, Elizabeth Miller, Sun Ho Kim, and Jean Appolon

The Theatre Program

The bachelor of arts degree in theatre arts offers a broad-based, balanced program of studies, including play production, dramatic literature, performance, playwriting, design, and dance. The University of Massachusetts Boston theatre program provides undergraduates with knowledge, skills, and experience to pursue further study or training, undertake specialized careers in theatre, or draw upon their arts education in allied fields and pursuits. Theatre Arts is committed to a goal of cultural diversity and believes the skills and values of collaboration, communication, discipline, and creative problem-solving are integral to a successful education. The program also offers a minor in theatre arts and in dance. The faculty in the Theatre Arts Program are all respected professionals and are dedicated to outstanding teaching and a strong mentorship approach.

Requirements

The Major in Theatre Arts

Required courses for the major in theatre arts include

- THRART 201 (Theatre History)
- THRART 123 (Theatre Crafts I; formerly Stagecraft) or THRART 124 (Theatre Crafts II)
- THRART 230 (Workshop in Drama) (twice)
- THRART 236 (Introduction to Acting I)
- Three courses in dramatic literature, one of which may be taken from the offerings of another department; three advanced courses in theatre arts (300 level or above).

In all, a minimum of eleven semester courses in theatre arts is required for graduation.

Department of Performing Arts

The Minor in Theatre Arts

1. THRART 201 (Theatre History)
2. One course from among the following:
   - THRART 123 or 124 (Theatre Crafts I or II)
   - THRART 236 (Introduction to Acting I)
   - THRART 250 (Introduction to Playwriting)
   - THRART 261 (Introduction to Costume Design)
3. A Dramatic Literature course
4. THRART 230 (Workshop in Drama)

5, 6. Two courses at the 300-400 level.

In all, a total of six theatre arts courses.

The Minor in Dance

Required courses include

1. DANCE 130 (Understanding Dance)
2. & 3. One course sequence from the following:
   - DANCE 132 (Ballet I) and DANCE 232 (Intermediate Ballet)
   - or DANCE 232 (Intermediate Ballet) and DANCE 332 (Advanced Ballet)
   - or DANCE 133 (Jazz Dance I) and DANCE 233 (Jazz Dance II)
   - or DANCE 134 (Modern Dance I) and DANCE 234 (Modern Dance II)
   - or DANCE 140 (Ballroom Dance I) and DANCE 240 (Ballroom Dance II)
4. One course from among the following not counted above:
   - DANCE 131 (Dance for Musical Theatre)
   - DANCE 132 (Ballet I)
   - DANCE 133 (Jazz Dance)
   - DANCE 134 (Modern Dance I)
   - DANCE 135 (Multicultural Dance)
   - DANCE 232 (Intermediate Ballet)
   - DANCE 233 (Jazz Dance II)
   - DANCE 234 (Modern Dance II)
   - DANCE 332 (Advanced Ballet)
   - DANCE 140 (Ballroom Dance I)
   - DANCE 240 (Ballroom Dance II)
5. One course from among the following:
   - DANCE 330 (The Pedagogy of Dance)
   - DANCE 331 (Choreography)
6. DANCE 325 (Dance Theatre Workshop)

Honors

Theatre majors who have shown extraordinary ability and accomplishment, and who have a minimum 3.0 cumulative average and a 3.5 in theatre arts courses, have the opportunity to do an honors project in THRART 479. Students should apply in the second semester of their junior year. The honors project must be approved by the program's honors committee and must reflect a high level of competency in an area of theatre arts of particular interest to the student. It might take the form of a research paper on theatre history, a design project, an original play, or an extended work of dramatic analysis or criticism. The student will make a formal presentation and defense of the completed project before the honors committee. Honors in theatre arts will be awarded by the honors committee on the basis of overall academic performance and the work done on the honors project.

Pass/Fail Policy

No more than one course applied toward the major can be taken on a pass/fail basis.

Transfer Credit Policy

At least six courses must be taken within the program at UMass Boston. Students wishing to transfer credit should consult with the department. THRART 230 (Workshop in Drama) must be taken at UMass Boston.

Special Programs

Internship Program

On occasion, qualified advanced students may receive academic credit for work in theatre outside the university. For further information, see the course description below for THRART 435 (Theatre Arts Internship).

Winter Session

Each January Theatre and Dance ordinarily participate in the Winter Session. Recent offerings have included writing and acting for television, acting and producing staged readings of original plays, and work in technical aspects of theatre.

Creative Writing Program

Theatre Arts participates with the English Department in a creative writing program open to both matriculated and non-degree-seeking students. Theatre arts courses in writing for the stage, screen, and television are included in this program.

Kennedy Center American College Theatre Festival

The Theatre program has membership in Region I, KCACTF, and enters its theatre productions for professional response and for nomination of students in awards competitions within the Festival.

American College Dance Festival

The Dance program has membership in the New England Region of ACDF, where students present choreographed dance works.

National Dance Association

The Dance program's membership in the National Dance Association affords students the opportunity to perform in the adjudicated Gala and to be honored as outstanding dance minors at the national convention.

Dance Courses

DANCE 130
Understanding Dance

The course features the study of dance and its choreography, and varied views of dance by artists such as Duncan, Nijinsky, Graham, Tharp and Balanchine. Lectures, slides, films, readings, discussions, writing and studio practice focus on critical observations of dance.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Ms Tolbert

DANCE 131
Musical Theatre

This course is an introduction to such various forms of dance as social, folk, square and tap used in theatrical productions. Emphasis on performance.
3 Lect Hrs, 3 Credits
Ms Lapuh and Staff

DANCE 132
Ballet I

This course is an introduction to the study of ballet; emphasis on performance.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Ms Lapuh and Staff

DANCE 133
Jazz Dance I

This course is an introduction to the study of jazz dance; emphasis on performance.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Ms Lapuh and Staff

Department of Performing Arts

DANCE 134
Modern Dance I
This course is an introduction to the study of modern dance; emphasis on performance.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Ms Lapuh, Ms Tolbert

DANCE 135
Multicultural Dance
This course focuses on the theory, practice, and performance of American, Latin-American, and African-American dance styles.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Ms Lapuh and Staff

DANCE 140
Ballroom Dance I
This course is an introduction to the study of ballroom dance; emphasis on performance.
2.5 Lect/Lab Hrs, 3 Credits

DANCE 232
Intermediate Ballet
This course continues the study of ballet; emphasis on performance. Placement by audition.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Ms Lapuh and Staff

DANCE 233
Jazz Dance II
This course continues the study of jazz dance; emphasis on performance.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Ms Lapuh and Staff

DANCE 234
Modern Dance II
This course continues the study of modern dance; emphasis on performance.
3 Lect Hrs, 3 Credits
Ms Lapuh, Ms Tolbert

DANCE 240
Ballroom Dance II
This course continues the study of ballroom dance; emphasis on performance.
Prerequisite: DANCE 140 or permission of the instructor.
2.5 Lect/Lab Hrs, 3 Credits

DANCE 325
Dance Theatre Workshop
Different colors, textures, rhythms, and images expressed in body movement. The final project is a movement-dance-theatre piece incorporating all the techniques experienced in class. Repeatable for credit.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Ms Lapuh

DANCE 330
The Pedagogy of Dance
This methods course develops teaching skills in modern dance, ballet and jazz. Emphasis is on educational theory in practice through development of teaching modules.
Prerequisite: One dance technique course in modern, ballet, or jazz.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Ms Lapuh, Ms Tolbert

DANCE 331
Choreography
In this course experienced dancers develop their skills in creating dance compositions. Repeatable for credit.
Prerequisites: Two of the following: DANCE 132, 133, 134, 135.
3 Lect Hrs, 3 Credits
Ms Lapuh, Ms Tolbert

DANCE 332
Advanced Ballet
This course is the study of ballet for advanced dancers; emphasis on performance. Placement by audition. Repeatable for credit.
3 Lect Hrs, 3 Credits
Ms Lapuh and Staff

DANCE 435
Dance Internship
Designed to enable Dance students to earn 3-6 credits for a semester's internship in dance at professional or other working studios outside the University.
Prerequisites: Junior standing as a dance minor, completion of most minor requirements including workshops, and permission of Director of Dance.
Hrs by arrangement, 3-6 Credits
Ms Lapuh and Staff

DANCE 478, 479
Independent Study
Open only to a limited number of students in any one semester. Research, study and participation in dance projects outside the classroom involving consultation with a faculty advisor. A written prospectus is required. Repeatable for credit
Prerequisite: Permission of instructor and director of dance.
Hrs by arrangement, 1-3 Credits
Ms Lapuh and Staff

DANCE 481
Selected Topics
The study of different areas within the field of Dance preparation. Courses vary each semester and are announced during pre-registration periods.
3 Lect Hrs, 3 Credits
Ms Lapuh and Staff

Theatre Arts Courses

THRART 102G
Contemporary Issues in Theatre

THRART 105G
Multicultural Drama in the U.S.: 1965-Present

THRART 108G
Plays from Page to Stage

THRART 110G
Opera as Drama
For a complete description of these courses, see the "First-year and Intermediate Seminars" section of this publication.

THRART 100
Introduction to Theatre
This course introduces the collaborative art of theatre from the varied perspectives of playwright, director, designer, technician, actor, critic, and informed audience.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Mr Lublin

THRART 121
The Styles and Techniques of Comedy
A study of the comic form, emphasizing the differing styles, techniques, motivations, and degrees of effectiveness of various exemplary comic playwrights, particularly in relation to their audiences, actors, and theatre architectures.
3 Lect Hrs, 3 Credits
Mr Lublin

THRART 122
The Styles and Techniques of Tragedy
The evolution of the tragic form, emphasizing the differing styles, techniques, motivations and degrees of effectiveness of various exemplary tragic playwrights, particularly in relation to their audiences, actors, and theatre architectures.
3 Lect Hrs, 3 Credits
Mr Lublin

THRART 123
Theatre Crafts I
An introduction to an exploration of stage facilities and skills, emphasizing skill

Department of Performing Arts

development in the uses and choices of tools, materials, and procedures necessary for scenic and property execution. Includes 40-hour lab work in department productions. Offered each Fall semester
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Ms Schrader

THRART 124
Theatre Crafts II
A continuation of Theatre Arts 124, this course emphasizes set design and construction, basic electrical work in theatrical lighting, prop construction, basics of running theatrical and dance productions, and the development of related crafts in the theatre. Students gain experience in individual and group design projects. This course has a 40-hour lab requirement. Offered each Spring semester.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Ms Schrader

THRART 201
Theatre History
The intellectual content, designs, and techniques of the drama of the Western world, from the classic Greek to the contemporary European and American theatres. Emphasis on the cultural environment of each major period and locale of the drama in relation to the theatre and its public.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits
Mr Lublin

THRART 223
Intermediate Theatre Crafts
A study of the tools, equipment, and procedures necessary in theatrical graphics, lighting and sound production. Includes 50-hour lab work in department productions and individual projects.
Prerequisite: Theatre Crafts I or II.
3 Lect Hrs, 3 Credits
Ms Schrader

THRART 224
Play Production I
A study of the process of producing a theatrical event, emphasizing the selecting and training of the production staff, budgeting, and promotion. Lab work includes supervisory roles in department productions.
3 Lect Hrs, 3 Credits
Ms Schrader

THRART 225
Play Production II
Further exploration of the process of producing theatre, emphasizing organization of personnel and facilities for touring and for repertory.
Prerequisite: THRART 123 or 224.
3 Lect Hrs, 3 Credits
Ms Schrader

THRART 226
Play Analysis
Decoding a script: interpretation of playwright's intention; director's function; designer's vision; actor's creation. Emphasis on vocal characterization in readings done by the class of a variety of plays—mostly short, some original, some unproduced. Offered each Spring semester.
3 Lect Hrs, 3 Credits
Mr Lublin

THRART 230
Workshop in Drama
This course culminates in a fully staged, fully mounted production. It is also designed to study the connection between the text and the performance of a play. Attention is given to the playwright, to the time, and to the production history. Production is presented to the University and general community. Note: THRART 230 must be repeated (for credit) by theatre arts majors. Other students may but need not repeat the course.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Ms Schrader

THRART 236
Introduction to Acting I
Dramatic form as required in acting. A survey of various styles: Greek, Elizabethan, Restoration and Modern; the actor's function, with emphasis on recently evolved methods of acting, and on preparation of scenes in class.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Ms Caffrey, Mr Fennimore, Mr Gidron, Mr Lublin, Ms Quinn, Ms Schrader

THRART 237
Introduction to Directing I
The director as creator of the vision of the whole play and all its elements: acting, lighting, stage design, styles of theatre, script breakdown, production notebook, and slow, careful work in directing small scenes.
Prerequisite: Acting I.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Mr Gidron, Ms Quinn

THRART 251
Playwriting I
Writing for the theatre, including examinations of model one-act and three-act plays by major contemporary writers; selected readings on the craft of playwriting; and the completion of an original play begun in class.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Ms Lazarus

THRART 261
Introduction to Costume Design
The theatre as incorporation of the history of fashion and costume design. A theoretical approach to designing costumes for the theatre and film. An introduction to the uses of color, scale, and general design elements as they apply to qualities of fabric, basic cutting and draping in stage costumes.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits

THRART 275
Introduction to Screen and Television Writing
An introduction to the art and the technical aspects of writing scripts for film and television. Involves analyses of screenplays, study of screen writers past and present, the relationship between director and writer, aesthetics of film writing. Project: the completion of a full-length screenplay from first treatment (synopsis) through first and second drafts and final script.
3 Lect Hrs, 3 Credits
Ms Lazarus

THRART 300
Seminar in the Scenic Imagination
The creative principles of stage production, based on an analysis of the play script in its relation to stage action, setting, costumes, makeup, sound design, and lighting. Study of scenic metaphor and a review of historical forms of staging, with emphasis on modern styles from naturalism to absurdism and epic theatre.
3 Lect Hrs, 3 Credits
Ms Schrader

THRART 301
Seminar in Contemporary American Playwrights
Analysis of the art of a major living writer of the American stage; the history of the plays and their production; critical response; contribution of this body of drama to the American theatre and society. In most

Department of Performing Arts

cases students consult with the playwright and/or those who have worked with him or her.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Lublin

THRART 303
Musical Theatre
An introduction to styles, kinds, and techniques of performance in musical theatre, from early mime through commedia dell'arte, opera and operetta, and modern musical comedy. Vocal and movement training, scene work and musical numbers developed, as well as semester projects of musical performances.
3 Lab/Lect Hrs, 3 Credits
Staff

THRART 312
The Theatre of Social Protest
Historical survey of the use of the theatre to challenge the values of society. The techniques of staging used in different periods to reveal conflict in society, to dramatize contemporary issues, and to influence public opinion.
3 Lect Hrs, 3 Credits

THRART 313
American Theatre Before O'Neill
A survey of American drama from before the revolution until the advent of O'Neill on Broadway in 1920. Emphasis is placed upon the relation of individual plays to American theatrical, political and social history.
3 Lect Hrs, 3 Credits
Mr Lublin

THRART 314
American Theatre Since O'Neill
The rise and decline of the great period in American playwriting and production. Emphasis on the Broadway theatre as a mirror image of the ideas and events of American contemporary history since World War I.
3 Lect Hrs, 3 Credits
Mr Lublin

THRART 315
Mid–Twentieth Century Drama
The ideas, values, and techniques of the contemporary theatre as reflected in modern styles of stage production.
3 Lect Hrs, 3 Credits
Mr Lublin

THRART 316
The Elizabethan Stage
Study of Elizabethan stage techniques as revealed in plays by Marlowe, Shakespeare, Jonson and Webster.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits
Mr Lublin

THRART 318
Modern European Drama
A study of late-nineteenth, early-twentieth-century theatre in Europe that marked the beginning of naturalistic, realistic, and symbolic drama, and created a revolution in directorial, scenic, and performance techniques. Plays are presented as scripts to be produced. Students create production books integrating all facets of theatrical expression.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits
Mr Lublin

THRART 320
Shakespearean Acting
Specialized study of Shakespearean plays based on historical awareness of acting styles and techniques employed since the sixteenth century. Students create a broad range of characters in a variety of scenes from Shakespeare.
3 Lect Hrs, 3 Credits
Mr Lublin, Ms Quinn

THRART 321
Black Theatre in America
An exploration of the history of black theatre from its beginnings to the present, as related to and reflective of American society. An extension of the historical understanding of theatre related to society; a study of an artistic tradition influencing American theatre practices.
3 Lect Hrs, 3 Credits

THRART 324
Movement for the Actor
An introduction to the styles and techniques of movement for the stage, including characterization movement and movement used to develop stage presence.
3 Lect Hrs, 3 Credits
Ms Quinn

THRART 334
New Theatre Strategies
Works in a new theatrical direction: the evolution of a theatre piece from a theme or group of themes rather than from a script. Students are involved in all aspects of the collective process of formulating drama from the interaction of a group. Structured and directed by the instructor.
2 Lect Hrs, 2 Lab Hrs, 3 Credits
Ms Quinn

THRART 336
Introduction to Acting II
Advanced work in acting, including the mounting of scenes and one-act plays.
Prerequisite: THRART 236.
Distribution Area: The Arts (AR).
3 Lect Hrs, 3 Credits
Mr Fennimore, Mr Gidron, Ms Quinn

THRART 337
Introduction to Directing II
Advanced work in directing, including the mounting of scenes and one-act plays.
Prerequisite: THRART 235.
3 Lect Hrs, 3 Credits
Mr Gidron, Ms Quinn

THRART 338
Voice for the Actor
An exploration of the basics of voice-training, diction, diaphragmatic breathing and projection for the actor.
3 Lect Hrs, 3 Credits
Ms Quinn

THRART 340
Women in Theatre
Plays by and about women; the history of women in theatre, supplemented by visits with women employed in the theatre. The changing role of women in society as reflected in drama and in literature.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Lublin

THRART 345
Creative Drama for Children
Students learn creative drama techniques, learn to teach drama to children of various ages, and actually teach in the community's schools. Emphasis on expression of creative energies, bodies, voices, emotions, theatre games, rather than on mounting plays.
3 Lect Hrs, 3 Credits
Staff

THRART 351
Playwriting II
Writing for the theatre, with emphasis on the three-act form. Students construct a scenario and complete a draft of an original three-act play.
Prerequisite: THRART 251.
3 Lect Hrs, 3 Credits
Ms Lazarus

Department of Performing Arts

THRART 355
Lighting Design
The principles and techniques of illumination for the stage.
3 Lect Hrs, 3 Credits
Staff

THRART 356
Introduction to Scene Design
Theatre as art form in cultural and popular expression: the function of the designer, application of elementary scenery as given in stagecraft classes, methods of pictorial representation; survey of architectural styles as applied to stage scenery, and of historical design for the stage.
3 Lect Hrs, 3 Credits
Ms Schrader

THRART 360
Advanced Design
Advanced techniques in the scene sketch, models for scenery, interpretations of the differing styles required for plays, opera, ballet, musical comedy, etc. Sketches, ground plans, and one major design project to be executed during the term.
Prerequisite: THRART 260 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Schrader

THRART 365
Acting for the Camera
An exploration and evaluation of techniques of performance for the camera, with particular emphasis on common industry practices.
3 Lect Hrs, 3 Credits
Mr Fennimore

THRART 404
Advanced Directing
Advanced work on special class projects in a laboratory situation. The mounting of small scenes and plays.
Prerequisites: THRART 235 and 335 and permission of instructor.
3 Lect Hrs, 3 Credits
Mr Gidron, Ms Quinn

THRART 435
Theatre Arts Internship
Designed to enable theatre arts majors to earn 6 credits for a semester's internship in communication arts or in commercial or other working theatres outside the university.
Prerequisites: Junior standing as a theatre arts major, completion of most major requirements including workshops, and permission of instructor and chairperson.
Hrs by arrangement, 3-6 Credits
Staff

THRART 436
Advanced Acting
Advanced work on selected projects with special attention to the individual actor's needs. Scene work, script breakdown, and development of a character.
Prerequisites: THRART 236 and 336.
3 Lect Hrs, 3 Credits
Ms Quinn

THRART 478, 479
Independent Study
Open only to a limited number of students in any one semester. Research, study and participation in theatre projects outside the classroom involving consultation with a faculty advisor. A written prospectus is required.
Prerequisite: Permission of instructor and chairperson.
Hrs by arrangement, 1-3 Credits

THRART 481
Selected Topics
The study of different areas within the field of theatre arts preparation. Courses vary each semester and are announced during pre-registration periods.
3 Lect Hrs, 3 Credits

DEPARTMENT OF PHILOSOPHY

Faculty

Arthur Millman, Associate Professor and Chair; Professors Lawrence Blum, Lawrence Foster (Emeritus), Jane Roland Martin (Emeritus), Jennifer Radden, Robert Shope (Emeritus), Robert Swartz (Emeritus); Associate Professors Lynne Tirrell, Ajume Wingo; Assistant Professors Adam Beresford, Yumiko Inukai, Steven Levine, Mickaella Perina, Lisa Rivera; Senior Lecturers Nelson Lande, David Flesche, Mitchell Silver, Roma Farion, Robert Rosenfeld, Larry Kaye, Jack Bayne, Gary Zabel

The Department

The Philosophy Department offers three major programs, a minor, and a program of study in philosophy and law. Each is intended for students with special interests in philosophy.

The Standard Major provides sound training for those who anticipate graduate work in the field or wish to acquire a general and comprehensive knowledge of the basic historical and systematic themes in philosophy. The major in Ethics and Social and Political Philosophy is intended for students who have a specific concern with questions of value as they apply to individuals, society, and the state. It provides a broad outlook on these problems and attempted solutions to them, but should not in general be considered the best preparation for graduate work in philosophy. It will, however, serve as a strong liberal arts base for careers in politics, the law, or social service. The third program is the major in Philosophy and Public Policy. This course of study is designed for students interested in the application of philosophical ideas and tools to the analysis of current public policy debates. Its interdisciplinary approach combines a solid preparation in political philosophy with courses from this and other departments that introduce particular public policy issues. This major prepares students for eventual careers in government, politics, and law.

The minor in philosophy, open to any UMass Boston student, offers students the opportunity to get acquainted with some important issues in this field while pursuing another major. The program of study in philosophy and law is also open to all UMass Boston students as a supplement to their majors. This interdisciplinary program provides strong preparation and important background for students interested in attending law school or pursuing law-related careers. See the "Philosophy and Law" section of this publication.

The Philosophy Department attempts to provide meaningful and effective advising. Each of the major programs has a special advising plan and students are urged to take advantage of it. A student who intends to sign up as a major in one of these programs should contact the department chairperson, who will discuss the advising component of the program.

Courses in the Philosophy Department

The Philosophy Department offers courses at four levels of undergraduate study, as well as some graduate-level courses open to undergraduates:

100-level courses

Courses at the 100 level are typically open to freshmen. They presume no previous course work in philosophy and do not presume completion of the freshman writing requirement (English 101-102 or equivalent).

200-level courses

Courses at the 200 level are typically open to sophomores. They presume completion of an introductory-level philosophy course or course work in subjects related to the course topic or familiarity with philosophical issues. These courses also presume some previous instruction in writing.

300-level courses

Courses at the 300 level are typically junior and senior level courses. They normally presume completion of one or two philosophy courses and the freshman writing requirement. These courses are generally either less specialized or less advanced than 400-level courses.

400-level courses

Courses at the 400 level are typically junior and senior level courses. They presume completion of one or two philosophy courses and the freshman writing requirement, and generally they focus on specialized or more advanced topics.

500-level courses

These are graduate courses, open to juniors and seniors with the permission of the instructor.

These categories are guides to aid students in course selection, rather than prerequisites. Prerequisites for courses are listed with the course descriptions.

Becoming a Philosophy Major

Students interested in any of the philosophy major programs described below must get approval from the Philosophy Department, and must sign up for them by title with the Office of the Registrar.

Courses Counting Toward the Major

No more than two 100-level courses may count toward any departmental major unless one of these courses is a First-year Seminar taught by a member of the Philosophy Department. Such a seminar may count toward the major as an additional (third) 100-level course.

No more than one course may be taken on a pass/fail basis.

PHIL 478, 479, and 501 do not normally count toward the satisfaction of the 300-level or higher major course requirements.

Requirements and Recommendations for Majors

Standard Philosophy Major

Standard philosophy majors are required to take:

- PHIL 100 (Introduction to Philosophy)
- PHIL 120 (Introduction to Logic)
- PHIL 310 (Ancient Philosophy)
- PHIL 312 (Modern Philosophy)
- Six additional courses in philosophy, including at least three additional courses numbered 300 or higher.

Ethics and Social and Political Philosophy Major

Requirements for the ethics and social and political philosophy major are PHIL 100 (Introduction to Philosophy), and nine additional courses. Of these, five must be distributed among the three distribution areas listed below, and must include at least one from each area. Five of the nine courses must be at the 300 level or higher.

Distribution Areas

1. History of Ethics and Social and Political Philosophy. This area includes
   - PHIL 213 (19th Century Philosophy)
   - PHIL 216 (The History of Ethics)
   - PHIL 218 (Major Social and Political Thinkers)
   - PHIL 297 (Asian Philosophy)
   - PHIL 397 (Marxist Philosophy)
   - PHIL 405 (African Political Philosophy
   - PHIL 455 (Hegel)
   - PHIL 465 (Kant's Moral Philosophy and its Major Critics)

Department of Philosophy

2. Theory of Ethics and Social and Political Philosophy. This area includes
   - PHIL 207 (Civic Education)
   - PHIL 209 (Individual and Community)
   - PHIL 290 (The Philosophy of Law)
   - PHIL 295 (Egoism and Altruism)
   - PHIL 318 (Race and Racism)
   - PHIL 333 (Ethical Theory)
   - PHIL 335 (Utopian Justice)
   - PHIL 337 (Third World Political Philosophy)
   - PHIL 380 (Social and Political Philosophy)
   - PHIL 395 (Global Ethics)
   - PHIL 410 (Feminist Legal Theory)

     PHIL 430 (Literary Theory and Critical Theory)
   - PHIL 450 (Rights)
3. Problems in Ethics and Social and Political Philosophy. This area includes
   - PHIL 108 (Moral and Social Problems)
   - PHIL 265 (Sanity and Madness)
   - PHIL 104G (Justice, Punishment and Reparation)
   - PHIL 105G (Contemporary Moral and Social Problems)
   - PHIL 106G (Justice and Money)
   - PHIL 107G (Self and Society)
   - PHIL 109G (Moral Debate in Society)
   - PHIL 110G (Equality and Justice)
   - PHIL 130G (Privacy)
   - PHIL 201G (Morals and the Law)
   - PHIL 205G (The Idea of a Nation)
   - PHIL 207G (The Meaning of Life)
   - PHIL 200 (African Philosophy)
   - PHIL 210 (The Philosophy of Education)
   - PHIL 215 (Philosophical Foundations of Public Policy)
   - PHIL 220 (Environmental Ethics)
   - PHIL 222 (Moral Issues in Medicine)
   - PHIL 230 (Philosophy and Feminism)
   - PHIL 232 (Philosophy, Race and Multiculturalism)
   - PHIL 287 (Equality)
   - PHIL 307 (Technology and Values)
   - PHIL 323 (Mental Health: Law and Public Policy)
   - PHIL 388 (Moral Issues)

Other Courses

The following courses often count toward the ethics and social and political philosophy major.

In Area 1:

- PHIL 310 (Ancient Philosophy)
- PHIL 227 (Existentialism and Phenomenology)
- PHIL 351 (Plato)
- PHIL 357 (Kierkegaard)
- PHIL 452 (Aristotle)
- PHIL 455 (Hegel and German Idealism)

A student may petition to count one (but only one) course in another department or interdisciplinary program toward fulfillment of the ethics and social and political philosophy major requirements. The course must bear a close relation to the concerns and methods of the major.

Philosophy and Public Policy Major

In order to complete the major in philosophy and public policy students must take 12 courses, of which at least four are philosophy courses at the level of 300 or above (not including the Senior Directed Study), in accord with the following stipulations:

1. Three courses which must include
   - PHIL 100 (Introduction to Philosophy) or 108 (Moral and Social Problems) or 209 (Individual and Community)
   - PHIL 215 (Philosophical Foundations of Public Policy)
   - PHIL 450 (Rights)
2. At least one of the following applied philosophy courses:
   - PHIL 207 (Civic Education in Liberal Democratic States)
   - PHIL 210 (Philosophy of Education)
   - PHIL 220 (Environmental Ethics)
   - PHIL 222 (Moral Issues in Medicine)
   - PHIL 230 (Philosophy and Feminism)
   - PHIL 232 (Philosophy, Race and Multiculturalism)
   - PHIL 265 (Sanity and Madness)
   - PHIL 287 (Equality)
   - PHIL 307 (Technology and Values)
   - PHIL 323 (Mental Health, Law, and Public Policy)
   - PHIL 380 (Social and Political Philosophy)
3. Two policy-related cognate courses offered by other departments and programs from a list including but not limited to
   - AFRSTY 320 (Problems in Urban Education)
   - POLSCI 203 (Public Policy)
   - POLSCI 347 (Politics, Social Choice, and Public Policy)
   - SOCIOL 360 (Social Policy)
   - WOST 330 (Women and Public Policy)
   - POLSCI 335 (Law and Public Policy)
4. At least two courses from the following offerings in the history and theory of social philosophy:
   - PHIL 216 (History of Ethics)
   - PHIL 218 (Major Social and Political Thinkers)
   - PHIL 290 (The Philosophy of Law)
   - PHIL 306 (Egoism and Altruism)
   - PHIL 318 (Race and Racism)
   - PHIL 333 (Ethical Theory)
   - PHIL 351 (Plato)
   - PHIL 380 (Social and Political Philosophy)
   - PHIL 395 (Global Ethics)
   - PHIL 410 (Feminist Legal Theory)
   - PHIL 452 (Aristotle)
   - PHIL 465 (Kant's Moral Philosophy and Its Critics)
5. Senior directed study (to be undertaken in the final year as a semester-long, 3-credit independent research project supervised by a faculty member of the Philosophy Department).

Optional internships will be arranged for those majors wishing to experience public policy making at state, city, or local levels of government.

The Minor

Philosophy minors must take at least six courses offered by the department. These must include PHIL 100 (Introduction to Philosophy) and at least two courses numbered 300 or higher. No more than two courses at the 100 level may be included in the required six. (PHIL 478, 479, and 601 do not normally count toward the satisfaction of the 300-level or higher minor course requirements.)

Students will be assigned advisors upon notifying the Philosophy Department that they will be minoring in philosophy. Each student's advisor will recommend course sequencing at intermediate and advanced levels suitable to the student's needs and

Department of Philosophy

major program. For example, students majoring in political science may be advised to take courses relating to social and political philosophy, while students majoring in English or concentrating in linguistics may be advised to take logic before proceeding to intermediate and advanced courses.

Philosophy and Law Program of Study

This interdisciplinary program, administered by the Philosophy Department in collaboration with the College of Public and Community Service, is open to all students regardless of their majors. For complete information, see the "Philosophy and Law" section of this publication.

Transfer Credit Policy

No more than five transfer courses are normally accepted toward the major requirements in philosophy. All majors are required to complete at least five courses at the 300 level or above in the Philosophy Department at UMass Boston.

Courses

PHIL 104G
Justice, Punishment and Reparation

PHIL 105G
Contemporary Moral and Social Problems

PHIL 106G
Justice and Money

PHIL 107G
Self and Society

PHIL 109G
Moral Debate in Society

PHIL 110G
Equality and Justice

PHIL 121G
Mind and Reality

PHIL 130G
Privacy

PHIL 201G
Morals and Law

PHIL 206G
The Idea of God

PHIL 207G
The Meaning of Life

For a complete description of these courses, see the "First-year and Intermediate Seminars" section of this publication.

PHIL 100
Introduction to Philosophy
An introductory examination of the problems and scope of philosophy.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits

PHIL 108
Moral and Social Problems
Important moral and social issues of current concern are examined and debated. The course covers several problems each semester from a list including criminal punishment, war, abortion, racism, violence, the death penalty, private property, sexism, animal rights, the environment, and hunger.
Distribution Area: Humanities (HU).
Diversity Area: United States.
3 Lect Hrs, 3 Credits

PHIL 120
Introduction to Logic
The study of valid reasoning using formal methods of proof with truth functions, deductions, and quantifiers. Analysis of the logical structure of language related to philosophical questions of truth, paradox, and reference.
Distribution Area: Mathematics (MT).
3 Lect Hrs, 3 Credits

PHIL 200
African Philosophy: Personhood and Morality
Through a comparison of the concepts of personhood and morality in the United States, the Akan of Ghana and the NSO of Cameroon, this course offers alternative perspectives on such perennial moral, legal and cultural issues as abortion, polygamy, and religion.
Distribution Area: World Cultures (WC).
3 Lect Hrs, 3 Credits
Mr Wingo

PHIL 205
Inquiry and Investigation
Examination of the structure, powers, and limitations of science as a systematic way of inquiring into the nature of physical, human, and social reality. Readings from Hempel, E Nagel, Kuhn, Feyerabend, Hanson, Toulmin, and Reichenbach.
3 Lect Hrs, 3 Credits
Mr Millman and Staff

PHIL 207
Civic Education in Liberal Democratic States
Civic education maintains democratic values. This course examines controversies in definitions of civic values and the balance between state interests and citizens' liberty rights. Topics include: What takes priority, parental wishes or state requirements when, for example, fundamental Christians, Muslims and others claim accommodations in public education? What aspects of familial or religious life should be shielded from state intervention?
3 Lect Hrs, 3 Credits
Mr Wingo

PHIL 208
Existential Themes in Philosophy and Literature
This course introduces the area of philosophical and humanistic studies by means of a consideration of existentialist ideas in both literature and philosophy. Issues will be chosen from a list including the self in relation to others; authenticity, self-deception, and bad faith; freedom and responsibility; death and the meaning of life; and the possibility of objective knowledge.
3 Lect Hrs, 3 Credits
Ms Tirrell and Staff

PHIL 209
Individual and Community
This course is a thematic introduction to methods and ideas central to philosophical and humanistic inquiry. The course will take up a series of ideas and thinkers linked by their relation to the theme of the individual in his or her relation to the community. Questions to be explored include: What sort of thing is a community? Are there fundamentally different kinds of communities? What rights and obligations do communities and individuals have over and to each other?
3 Lect Hrs, 3 Credits

PHIL 210
The Philosophy of Education
Philosophical ideas and concepts relevant to the nature and aims of education.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits

PHIL 215
Philosophical Foundations of Public Policy
This course explores several central philosophical frameworks underlying contemporary public policy debates, including various conceptions of social justice and human rights, utilitarian theory and decision theory. The role of philosophy in public policy will be illustrated through an analysis of such contemporary issues as foreign policy and human rights, tax policy, cost benefit analy-

Department of Philosophy

sis, environmental and health care issues, workfare, world population problems, and the dangerous mentally ill.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits
Ms Radden, Mr Millman

PHIL 216
The History of Ethics
This course focuses on four or five philosophers whose impact on the development of Western thinking about ethics has been substantial, e.g., Plato, Aristotle, Hume, Kant, and Nietzsche. The following are the sorts of questions with which they were preoccupied, and upon which we focus in reading them: Is there a single ideal life which all human beings should strive to live—and if so, what does it consist in? What are the virtues that human beings should exemplify? Why should one live a moral life? Are there objective moral standards—and if so, how does one discover what they are? What roles do reason and the emotions, respectively, play in the moral life? Special attention is given to the role that one's metaphysical views and one's views of human nature play in shaping one's theory of ethics.
Prerequisite: PHIL 100, or 108, or permission of instructor.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits
Ms Rivera and Staff

PHIL 218
Major Social and Political Thinkers
The primary concern of this course is historical: the elucidation of the political and social theories of some of the major figures of the Western tradition (e.g., Plato, Machiavelli, Hobbes, Rousseau, and Marx). Emphasis is given to the continuing relevance of these philosophers and political scientists.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits
Mr Wingo and Staff

PHIL 220
Environmental Ethics
An examination of humanity's place in the natural world and its implications for ethics. Topics include the environmental crisis and the need for a new environmental ethic, the ethical dimensions of environmental policy issues, human-centered ethics, obligations to future generations, the intrinsic value of the natural world, animal rights, wilderness, and preservation of species.
Prerequisite: PHIL 100 or PHIL 108, or permission of instructor.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits
Mr Millman and Staff

PHIL 221
Business and Management Ethics
An examination of the principles and theories of ethics applied to the problems of business, management, and industry at the decision-making level. Ethical analysis of cases involving issues such as conflict of interest, whistle-blowing, corporate social responsibility, and codes of ethics.
Prerequisite: PHIL 100 or 108, or permission of instructor.
3 Lect Hrs, 3 Credits

PHIL 222
Moral Issues in Medicine
Concepts of health, illness and healing, under different paradigms of medicine. Is medicine an art or science? What is the impact of medical technology on human life and death? What is considered "natural"? Attention is given to issues in human reproduction (e.g. in vitro fertilization, conception, abortion). Questions of authority, accountability in doctor-patient relationships, patient advocacy, self help, right to health care or to refuse treatment. Social and political questions of health care organization.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits

PHIL 224
The Philosophy of Art
Late twentieth-century art has insistently challenged us to come to terms with our understanding of the very nature of the art work. This course is a survey of the major theories of the nature of art, with special emphasis on the views that art is a matter of representing or imitating reality, that art is a form of catharsis, that art is a matter of the expression of emotion, that art is a special kind of symbolic form. It also addresses such questions as the role of art history in a theory of aesthetic interpretation, the problem of forgery, the issue of artistic responsibility and the recent debates over censorship of the arts.
Prerequisites: PHIL 100 or permission of instructor.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits
Ms Tirrell, and Staff

PHIL 225
The Philosophy of Religion
An application of imagination and reasoning in order to appraise the strengths or weaknesses of famous arguments concerning the relation of faith to reason and the existence or non-existence of a western type of God, in view of natural evil and of the rise of science. Discussion of the significance of reports of miracles and of mystical and religious experiences.
Prerequisite: PHIL 108 or 100, or permission of instructor.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits

PHIL 227
Existentialism and Phenomenology
An inquiry into the broad philosophical movement of existentialism, through a reading of major existentialist thinkers including Sartre, Beauvoir, Camus, Merleau-Ponty, Marcel, Kierkegaard, Jaspers and Heidegger. Topics to be discussed include authenticity and freedom, self-deception, the absurd, the critique of Cartesianism, subjectivity and objectivity, and death and the meaning of life.
Prerequisite: PHIL 100 or permission of instructor.
3 Lect Hrs, 3 Credits

PHIL 230
Philosophy and Feminism
Different philosophical theories of feminist issues, including women's rights, whether women have a separate or special place in the family and social order, gender differences and biological factors in human nature, theories of patriarchy, how gender and world view are related. Readings from classical and contemporary philosophers and feminist thinkers. Note: At least one course in philosophy and one course in women's studies are recommended, though not required.
Distribution Area: Humanities (HU).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Tirrell and Staff

PHIL 232
Philosophy, Race and Multiculturalism
The course explores the philosophical dimension of three or four of the following issues central to current debates concerning multiculturalism in society: cultural respect;

Department of Philosophy

ethnic and racial identities; speech codes; cultural and moral relativism; multiculturalism, separatism, and unity.
Prerequisite: One course in philosophy or permission of instructor.
Distribution Area: Humanities (HU).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Blum

PHIL 265
Sanity and Madness
This course looks at a number of questions about insanity or "madness": What it is like, how it should be described and regarded, therapeutic and curative responses to it, and what special treatment—if any—its sufferers deserve. We pay particular attention to the claims of the so-called "anti-psychiatry" movement, to Foucault and contemporary post-modernist writing, and to feminist analyses of the relation between madness and gender. (Course offered in the spring only.)
Distribution Area: Social and Behavioral Sciences (SB).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Radden

PHIL 281
Special Topics
A sophomore level course offering selected topics in philosophy. Course content varies and will be announced prior to registration.
Prerequisite: One course in philosophy or permission of instructor.
3 Lect Hrs, 3 Credits

PHIL 287
Equality
Examination of the ideals of social equality and equal respect in the context of actual inequalities of gender, race, and sexual orientation. Topics are drawn from the following: The nature of equality; racism and racial inequality; justice and the division of labor in the family; sex roles; affirmative action; sexual harassment; sexual orientation and the family; sameness, difference, and equality.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Blum

PHIL 290
The Philosophy of Law
This course explores fundamental questions concerning the nature of law and the relation between law and justice. It examines questions concerning the source of the obligation to obey law, the limits of the obligation to law, and the moral conditions that make law possible. This exploration leads to an examination such of different judicial philosophies of constitutional interpretation as original intent, judicial restraint, and judicial activism. The course continues with a study of some perplexing questions about the meaning of equality and justice as they arise in legal cases dealing with race and/or gender. Some offerings of this course conclude with an exploration of the moral basis of international law by way of a critical analysis of the Nuremberg Trial.
Prerequisite: At least one course in philosophy or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Perina

PHIL 297
Asian Philosophy
This course introduces students to some of the principal philosophical traditions of India and China. It examines the belief-systems of Hinduism and Buddhism in both India and China, as well as Taoism. Participants also explore in somewhat more detail the Hindu school of Advaita Vedanta in the work of Sankara, and the Madhyamika Buddhism of Nagarjuna. Traditional topics to be addressed include metaphysics, the theory of self (or not-self), relations of world and mind, the status of God (or the lack thereof), the situation of women in these religions, the goal of philosophy, and others. Comparisons among these traditions and with Western thought are attempted and encouraged, but no prior knowledge of specific traditions is assumed.
Prerequisite: Some background in Western philosophy.
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Inukai

PHIL 303
Simone Weil
Simone Weil (1909-1943) was a French philosopher, political activist, Christian thinker and critic of Western culture. The course focuses on Weil's writings about politics, work, Marxism, God, affliction, love, power and oppression, the individual and collectivity, science and technology, Plato and Greek culture, philosophy, and truth.
Prerequisite: One course in philosophy, junior standing, or permission of instructor.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits
Mr Blum

PHIL 305
Philosophy and Literature
A study of concepts such as self-knowledge, knowledge of others, sympathy, freedom, happiness, fantasy, selfishness, self-deception, pleasure, feeling and desire as they find expression in works of literature. Readings are selected from such works as *Middlemarch* by George Eliot, *Anna Karenina* by Tolstoy, *The Brothers Karamazov* by Dostoevsky, *The Red and the Black* by Stendhal, *Remembrance of Things Past* by Proust, and *Under the Net* by Iris Murdoch.
Prerequisite: One philosophy course at or above the 200 level, or permission of instructor.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits

PHIL 306
Egoism and Altruism
This course explores the phenomena of egoism and altruism in light of two perennial concerns of ethical theory: Do we always act ultimately only for our own benefit? Do we have an obligation or reason to care about the welfare of others? Topics and readings include: The historical debate (Hobbes, Butler, Freud, Colin Turnbull). The desirability of egoism (Ayn Rand, W Somerset Maugham, *The Moon and Sixpence*.) Women and altruism (Anna Freud, Jean Baker Miller). "Psychological egoism" (J Rachels, CD Broad). The nature of care and sympathy (Adam Smith, Max Scheler, M Mayeroff). Sociobiology and altruism (EO Wilson, Mary Midgley). Altruism and society: the case of giving blood (RH Titmuss, Peter Singer). Social psychology and altruism (Darley and Latane). Universal and conditional love (Kierkegaard, L Blum). In addition to standard philosophical readings, the course makes use of material from literature, anthropology, biology, psychology, and sociology, exploring their contribution to an understanding of egoism and altruism.
Prerequisite: One course in philosophy.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits
Mr Blum

PHIL 307
Technology and Values
The impact of technology on contemporary values, and the ethical issues arising out of technology. Topics include global distributive justice; environmental ethics; recombinant DNA technology; and rational methods of technology assessment such as risk-benefit analysis.
Prerequisite: One philosophy course at or above the 200 level, or permission of instructor.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits
Mr Millman

Department of Philosophy

PHIL 308
Feminist Ethics
In the 1960s and '70s, feminist ethics assumed that ethical theory as it stood was fully adequate to address questions relevant to women's lives, such as abortion, affirmative action, justice in the family, and pornography. Later, it was recognized that ethics as it is traditionally understood does not capture women's experience. Such thinkers as Gilligan, Noddings, and Ruddick advanced the view that women's moral experience is distinctive, and offered theories that utilize this distinctive perspective (often referred to as "the ethic of care") as a critique of traditional moral theorizing. These theories and their critique by other feminist theorists such as Hoagland are the focus of this course, including approaches to integrity, trust, and responsibility that are possible when women's ethical experience is taken seriously. Participants also consider the ways in which feminist moral theory is important for understanding issues relevant to women's lives such as abortion, pornography, environmentalism, and sexuality.
Prerequisite: One philosophy course or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Rivera

PHIL 309
Ethics of Property
This course examines ethical and philosophical foundations of property and contemporary moral dilemmas concerning property, using readings in classical and contemporary ethical, legal, and political theory. Topics will include the relation between personhood and property, biological and intellectual property, privacy as a property right, the communal property of native people, and cultural objects as property.
Prerequisites: Successful completion of two philosophy courses.
3 Lect Hrs, 3 Credits

PHIL 310
Ancient Philosophy
Theories about being and not being, truth and falsehood, meaning and reference, knowledge and belief, perception and reason, good and evil, from the pre-Socratics to the Stoics, Epicureans, Skeptics, and neo-Platonists, with emphasis on Plato and Aristotle. (Course offered in the fall only.)
Prerequisite: PHIL 100 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Beresford

PHIL 311
Medieval Philosophy: Islamic, Jewish, Christian
In this course we will read one or two major medieval Christian philosophers (e.g., Augustine and Aquinas), one or two major medieval Muslim philosophers (e.g. al-Ghazali and ibn Rushd [Averroes]) and one or two major medieval Jewish philosophers (e.g., Saadia and Maimonides). We will focus on some or all of the following themes: God's existence, God's nature, God's justice, the creation of the universe, the priority of reason versus faith, the literal versus metaphorical nature of religious language, and the soul's immortality.
Prerequisite: PHIL 310 (Ancient Philosophy) or permission of the instructor.
3 Lect Hrs, 3 Credits

PHIL 312
Modern Philosophy
The views of the continental rationalists—Descartes, Spinoza, Leibnitz—and the British Empiricists—Locke, Berkeley, Hume—in relation to general intellectual developments from the Renaissance to the Enlightenment. (Course offered in the spring only.)
Prerequisite: One philosophy course with a second strongly recommended, or permission of instructor.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits
Ms Inukai

PHIL 315
Nineteenth Century Philosophy
An exploration of the works of such major European thinkers of the nineteenth century as Hegel, Kierkegaard, Dostoevsky, Nietzsche, Feuerbach, Marx, and Mill.
Prerequisite: PHIL 100.
3 Lect Hrs, 3 Credits

PHIL 318
Race and Racism
This course examines the genesis of the idea of "race" as a way of viewing human differences from the 16th to the 19th centuries. It also explores conceptions of "racism" in relation to such contemporary phenomena as white privilege, "institutional racism," race and crime, race and intelligence, affirmative action, racial hostility among non-"white" groups, "internalized racism," race and class, and anti-immigrant hostility. Finally, the course looks at the notion of "mixed race" persons, their place in the hierarchy of racism and their role in challenging the concept of "race" itself. Though the course focuses primarily on whites and African Americans, racism as it bears on Native Americans, Asian Americans and Latinos is also considered.
Prerequisite: One of the following: A course in philosophy or political theory with a social or ethical focus; a course in Africana studies; a course dealing with racial issues in another discipline; permission of instructor.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Blum

PHIL 323
Mental Health: Law and Public Policy
Such topics as involuntary hospitalization, rights to refuse and receive treatment, institutionalization and deinstitutionalization, competence to stand trial, and the insanity defense are considered through an examination of case law, statutes, policy, and practice respecting the mentally disturbed. Theories of responsibility, rights, privacy, paternalism, and freedom are also discussed.
Prerequisite: PHIL 215 or permission of instructor.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits
Ms Radden

PHIL 327
Meaning and Being
Exploration of themes in recent European philosophy, such as the self and the social world, anti-Cartesianism, subjectivity, language, and embodiment. Special attention to the life-world, being-in-the-world, and forms of life. Readings from such philosophers as Husserl, Heidegger, Sartre, Merleau-Ponty and Wittgenstein. The course is an appropriate sequel to PHIL 315 or PHIL 227.
Prerequisite: One philosophy course at or above the 200 level, or permission of instructor.
3 Lect Hrs, 3 Credits

PHIL 333
Ethical Theory
A study of some of the major contemporary approaches to issues of right and wrong, good and bad, and good character: utilitarianism, deontology, the ethics of care, virtue ethics, feminist ethics, and issues of current importance in ethics—relativism, moral excellence, gender differences in morality. A systematic rather than historical approach. (Course offered about every two years.)
Prerequisite: PHIL 100.
3 Lect Hrs, 3 Credits
Mr Blum, Ms Rivera

Department of Philosophy

PHIL 335
Utopian Justice
This course explores Classical, Renaissance, and 19th and 20th century utopian and anti-utopian writing. Emphasis is given to what constraints of nature and human nature and what principles and values guide our assessments of these "possible worlds" vis-à-vis economic and social justice, freedom, and ecology.
Prerequisite: One philosophy course at or above the 200 level, or permission of instructor.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits
Ms Radden

PHIL 337
Third World Political Philosophy
A study of African, Caribbean, and Afro-American theorists and perhaps a couple of Asian theorists. Topics include theories of race and racism, post-colonial theories, third world Marxism, racial and cultural nationalism, third world women's issues, identity issues, and contemporary debates in African philosophy. Thinkers studied include Nkrumah, Senghor, Garvey, DuBois, Cabral, Fanon, and Appiah, among others.
Prerequisite: Philosophy 100 or permission of the instructor.
3 Lect Hrs, 3 Credits
Mr Wingo

PHIL 344
The Philosophy of Mind
The nature of mind and its relation to body and matter, with emphasis on recent advances in philosophy and psychology.
Prerequisite: PHIL 100 or permission of instructor.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits

PHIL 345
Theory of Knowledge
Knowledge—its nature, forms, methods, scope, and validation. What are the relations of knowledge and justification to sense experience? For example, does knowledge of our surroundings rest upon a foundation of sense experience? Is knowledge of the so-called "truths of reason" in some way independent of evidence provided by sense experience? How is a body of knowledge related to an individual knower? Does the justification of one's beliefs depend upon what psychology reveals about the reliability of methods for acquiring the beliefs? Readings from contemporary sources.
Prerequisite: One philosophy course numbered 200 or above, or permission of instructor.
3 Lect Hrs, 3 Credits

PHIL 346
The Philosophy of Science
The nature of scientific explanation, with attention to the social and philosophical aspects of scientific methodology.
Prerequisite: One philosophy course at or above the 200 level, or permission of instructor.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits
Mr Millman

PHIL 347
Problems of Metaphysics
Ideas such as substance, causality, mind and body, and free will, as they appear in several major metaphysical systems.
Prerequisite: Any philosophy course numbered 200 or above.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits

PHIL 350
Rationality and Ritual
This course focuses on the controversy about the proper way to interpret traditional magico-religious thought and ritual. It explores, on the one hand, the claim that traditional thought can be correctly viewed as analogous to scientific thought, that it is a product of a theoretical model building process. The course also examines, on the other hand, the claim that ritual, unlike science, can be more correctly and fruitfully viewed as essentially expressive and symbolic. This view holds that ritual is more like the arts than like science, in that its function is to dramatize experience rather than to analyze it. As part of these investigations, the course also raises and examines issues of rationality, relativism, the "primitive mind," and the differences between science and art, description and expression. Readings are drawn from the writings of such anthropologists and philosophers as Beattie, Evans-Prichard, Horton, Vogt, Feyerabend, Goodman, Hollis, Kuhn, Lukes, Quine and others.
Prerequisites: PHIL 100 or one intermediate-level course in philosophy, or permission of instructor.
3 Lect Hrs, 3 Credits

PHIL 351
Plato
Plato's ethics, metaphysics, and theory of knowledge in the *Phaedo, Republic, Theaetetus, Cratylus, Parmenides, Sophist, Statesman*, and *Philebus*, as a solution to problems raised by his predecessors, notably the Pythagoreans, Heraclitus, Parmenides, and the Sophists.
Prerequisite: PHIL 211, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Beresford

PHIL 357
Kierkegaard
Theories of meaning, truth, knowledge, good and freedom, in the aesthetic, ethical, and religious works of Kierkegaard, in contrast to those of Plato, Lessing, Kant, Hegel, and Simone Weil.
Prerequisite: PHIL 100, or permission of instructor.
3 Lect Hrs, 3 Credits

PHIL 360
Bertrand Russell
Russell's contributions to philosophy of language, logic, theory of knowledge, and science. His relations with other philosophers (Frege, Wittgenstein, William James) and twentieth century intellectual issues (pacifism, secular humanism).
Prerequisite: PHIL 100, or permission of instructor.
3 Lect Hrs, 3 Credits

PHIL 380
Social and Political Philosophy
Representative problems and themes of social and political philosophy, especially the concepts of human rights, liberty, justice, equality, law, social obligation and the social contract. These topics are explored through the work of classical and contemporary political and social philosophers.
Prerequisite: One philosophy course with a second strongly recommended, or permission of instructor.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits
Ms Rivera and Staff

PHIL 381
A junior-level course offering selected topics in philosophy. Course content varies and will be announced prior to registration.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

PHIL 387
Capitalism and Socialism
A comparative study of the philosophical foundations of two major systems of economic production and distribution. Through readings of representative authors the course focuses on the values embodied in each system. For example: equality, justice, civil liberties, cooperation, and individual

Department of Philosophy

initiative. The nature and importance of underlying assumptions about human needs and desires are also considered.
Prerequisite: PHIL 100 or permission of instructor.
3 Lect Hrs, 3 Credits

PHIL 388
Moral Issues
Application of advanced philosophical techniques to case studies and philosophical issues concerning three or four interrelated moral issues, such as suicide, self-defense, capital punishment, abortion, and euthanasia. Emphasis on contemporary sources with some consideration of the views of classical philosophers. Approximately one month is spent on each issue.
Prerequisite: PHIL 100 or 108, or permission of the instructor.
3 Lect Hrs, 3 Credits

PHIL 395
Global Ethics
This course examines moral and political arguments concerning government and individual actions in the areas of foreign policy, international relations, and global economic policy. Questions considered include: When, if ever, is war or intervention justified? Does justice require redistribution of wealth around the globe? Do universal human rights exist? Can they be enforced?
Prerequisite: One 200-level or higher course in philosophy or political science.
Distribution Area: Humanities (HU).
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Rivera

PHIL 397
Marxist Philosophy
A philosophical exploration of the thought of Karl Marx, based on a reading of his early and mature works. Topics discussed are idealism and materialism; the relation between theory and practice; dialectic; alienation; ideology; class; the analysis of capitalism; reification; and some contemporary theories, including critical theory and socialist feminism. Other theorists read include Lenin, Engels, Mao Tse Tung, Lukács, Braverman, EP Thompson, Marcuse, and Gorz.
Prerequisite: PHIL 100 or permission of instructor.
3 Lect Hrs, 3 Credits

PHIL 405
African Political Philosophy
Exploring human experiences in African political thought could illuminate understanding of power relationships in the world. This course focuses on political and philosophical questions about the relationship between individual citizens, groups, states, societies and indigenous African political thoughts and practices. Participants explore central issues relating to freedom of women from oppression by men supported by customs; freedom of the mind from constraints on inquiring, questioning, and speaking; freedom of the economy from opportunists; and freedom of citizens from all forms of tyranny. The course investigates the works of such African "Philosopher Kings" as Kwame Nkrumah, Kenneth Kaunda, Julius Nyerere, and Leopold Senghor in relation to questions of political legitimacy, political order, colonial influence and domination, individual rights, and communal identifications.
Prerequisite: One course in philosophy or permission of the instructor.
3 Lect Hrs, 3 Credits
Mr Wingo

PHIL 410
Feminist Legal Theory
This course focuses on several ways that feminist philosophy forces reconsideration of basic philosophical tenets and practices of American law. Key areas of feminist concern to be addressed include articulating and interpreting the demand for equality in light of questions about the ways in which the situations of men and women are the same or different; and understanding the significance of abortion, sexual harassment, and rape. Key areas of the law on which these concerns put pressure include equality as sameness, the distinction between public and private, the presumption of innocence, and the appeal to "what any reasonable man would believe" as a standard in law.
Prerequisite: PHIL 100 or PHIL 230, or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Tirrell

PHIL 414
Contemporary Analytic Philosophy
This course deals with some major trends in analytical philosophy in the twentieth century. It examines such movements as logical atomism, logical positivism, ordinary language philosophy, contemporary pragmatism, and irrealism, in order to explore their emphasis on the role of language in the formulations of solutions to traditional problems in epistemology, metaphysics, and ethics. The course also explores current debates over relativism. Readings include the work of such philosophers as Russell, Carnap, Ayer, Austin, James, Quine, Goodman, Putnam, and others. Some knowledge of logic is desirable.
Prerequisite: PHIL 100, and one additional philosophy course at or above the 200 level; or permission of the instructor.
3 Lect Hrs, 3 Credits

PHIL 430
Literary Theory and Critical Theory
This course presents contemporary literary theory in connection with related developments in contemporary philosophy of language. Philosophy of language asks: What is it for a set of signs or symbols to have meaning? How is meaning, in general, possible, and how is it that a particular set of signs can have a particular meaning? What is a language? What is the relation between the sign and the signifier, the word and the object? What is the relation between writing, speech, and being? Literary theory and critical theory ask: What is a literary text? What is a genre and why do we distinguish them? What is an author? What is interpretation? Is paraphrase (saying the same thing two different ways) really possible? What is the role of the critic? How do the norms governing interpretation help to shape the "reality" that is interpreted? Readings range from ordinary language philosophy (e.g., Wittgenstein, Austin, Searle) to structuralism to new criticism to reader-response theory, deconstruction, and post-structuralism.
Prerequisite: One philosophy course at or above the 200 level, or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Tirrell

PHIL 437
Topics in Feminist Theory
This course is an advanced discussion of a current topic or topics in feminist theory. It is designed for students with some background in philosophy and in feminist theory. Some sample topics are feminist ethics, feminist epistemology, feminist and social constructivist theories of the self, feminist social and political theory. A Philosophy Department booklet lists current topics.
Prerequisite: PHIL 230 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Tirrell

PHIL 440
Logic and Language
Topics in philosophy of language and logic: theory of reference, meaning, relation between language and reality, role of logical analysis of language in Russell's theory of descriptions and its critics, liar paradox and

Department of Philosophy

theory of truth, Chomsky's views on language and mind, and the relation between language and culture. Readings in current philosophy and linguistics. Course satisfies Linguistics Program requirements.
Prerequisites: Two philosophy courses, including one in logic, or permission of instructor.
3 Lect Hrs, 3 Credits

PHIL 450
Rights
This course examines a range of contemporary theories, including those of Rawls, Nozick, Feinberg, and Dworkin. It outlines the classical tradition, and introduces the work of legal positivists like Austin and Hart. Emphasis is placed on alternatives to rights based theories and on criticisms of rights systems, such as that put forward by contemporary communitarians, virtue theorists, and feminist theorists.
Prerequisite: One philosophy course at or above the 200 level, or permission of the instructor.
3 Lect Hrs, 3 Credits
Ms Perina, Ms Radden, and Staff

PHIL 452
Aristotle
Aristotle's philosophy as a response to Plato's views about meaning, being, knowledge, ideas, number and the good.
Prerequisite: PHIL 310 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Beresford

PHIL 455
Hegel and German Idealism
This course is an introduction to the philosophy of Hegel and to the Hegelian tradition, through a reading of Hegel's major work, *The Phenomenology of Spirit*. Other readings for the course include excerpts of *The Science of Logic* and *The Philosophy of Right*, as well as important critical sources.
Prerequisite: One philosophy course at or above the 200 level, or permission of instructor.
3 Lect Hrs, 3 Credits

PHIL 462
The Critical Philosophy of Immanuel Kant
The Critique of Pure Reason, with special attention to Kant's epistemology and critique of metaphysics.
Prerequisite: PHIL 312 or permission of instructor.
3 Lect Hrs, 3 Credits

PHIL 465
Kant's Moral Philosophy and Its Critics
A study of some of the major ethical writings of Immanuel Kant, possibly the greatest moral philosopher in the Western tradition—*Groundwork of the Metaphysics of Morals*, selections from *Critique of Practical Reason, Religion Within the Limits of Reason Alone*. Also Arthur Schopenhauer's critique of Kant's ethics, *On the Basis of Morality*. Brief attention to Hegel's critique of Kant.
Prerequisite: Two courses in philosophy, one of which must be at 200 level or above.
3 Lect Hrs, 3 Credits

PHIL 468
Nietzsche
An advanced intensive philosophical study of Nietzsche's works, from *The Birth of Tragedy* to *On the Genealogy of Morals*.
Prerequisites: Successful completion of two philosophy courses, one of which must be at the 200 level or above.
3 Lect Hrs, 3 Credits
Ms Tirrell

PHIL 470
Wittgenstein
Intensive study of the early and late work of Ludwig Wittgenstein. Beginning with *Tractatus Logico-Philosophicus*, the course provides a historical-philosophical context for Wittgenstein's mature work. Other works read include *Philosophical Investigations, Zettel,* and *On Certainty*.
Prerequisites: PHIL 100 and one intermediate course in philosophy or equivalent.
3 Lect Hrs, 3 Credits

PHIL 478
Independent Study I
Independent study on approved topics in philosophy.
Prerequisite: Approval of Philosophy Department.
1-3 Credits

PHIL 479
Independent Study II
See PHIL 478.

PHIL 480
Group Independent Study
Group independent study on approved topics in philosophy.
Prerequisite: Approval of Philosophy Department.
3 Lect Hrs, 3 Credits

PHIL 481
Selected Special Topics in Philosophy
An advanced course offering intensive study of selected topics in philosophy. Course content varies and will be announced prior to registration.
Prerequisite: PHIL 100 or 108.
3 Lect Hrs, 3 Credits

PHIL 501
Foundations of Philosophical Thought
By discussing four or five traditional substantive problems in philosophy—morality, the nature of knowledge, freedom of the will, the nature of mind, and social organization—we attempt to derive a common approach that philosophers bring to these problems when developing their own solutions or criticizing the solutions of other philosophers. We also consider some of the ways that substantive issues and debates in philosophy relate to contemporary non-philosophical issues in our society and can be introduced into a broad range of educational environments outside standard philosophy courses.
Prerequisites: Junior standing and permission of instructor.
3 Lect Hrs, 3 Credits
Mr Millman

PHILOSOPHY AND LAW PROGRAM

Director

Professor Mickaella Perina

The Program

The Philosophy and Law Program is open to all UMass Boston students as a supplement to their majors. This interdisciplinary program, administered by the Philosophy Department in collaboration with the Legal Education Program of the College of Public and Community Service, provides strong preparation and important background for students interested in attending law school or pursuing law-related careers. This cross-college, integrated program has been designed for students seeking a deeper understanding of the law and its role in society. Courses are taught by lawyers, philosophers and other liberal arts faculty with expertise in the law.

The program requires the completion of eight courses: four philosophy courses and four law-related courses. At least three of the eight courses must be at the 300 level or higher. No more than one course may be taken on a pass-fail basis.

The specific requirements are as follows:

- PHIL 100 (Introduction to Philosophy) or PHIL 108 (Moral and Social Problems)
- PHIL 120 (Logic)
- PHIL 290 (Philosophy of Law)
- PHIL 410 (Feminist Legal Theory) or PHIL 450 (Rights) or PHIL 411 (Critical Legal Theory) or PHIL 309 (Ethics of Property)
- PHILAW 210 (CPCS) (Legislative Labyrinth)
- PHILAW 300 (CPCS) (Basic Legal Reasoning and Research)

Two additional courses from the following list:

- Selected CPCS Law Program courses
- AFRSTY 430 (Race and the American Legal Process)
- HIST 378 (American Legal History)
- PHIL 201G (Morals and the Law)
- PHIL 323 (Mental Health: Law and Public Policy)
- POLSCI 329 (American Constitutional Law and Theory)
- POLSCI 335 (Law and Public Policy)
- POLSCI 332 (Civil Liberties in the US)
- POLSCI 415 (Law and International Relations)
- SOCIOL 461L (Internship in Law and Criminal Justice)*
- SOCIOL 462L (Internship in Law and Juvenile Justice)*
- SOCIOL 467L (Sociology of Law)
- WOST 291 (Family Law)
- WOST 292 (Family Law Practice)

Further information about the program is available from the Philosophy Department.

*Six-credit course.

DEPARTMENT OF POLITICAL SCIENCE

Faculty

Elizabeth Bussiere, Associate Professor and Chair; Professors Charles Cnudde, Thomas Ferguson, Winston Langley, James Ward, Robert Weiner; Associate Professors Edmund Beard, Maurice T Cunningham, Jack Spence, Primo Vannicelli, Paul Watanabe; Assistant Professors Jalal Alamgir, Leila Farsakh, Erin O'Brien, Heike Schotten, Zhang Wu

The Department

The Department of Political Science offers students a variety of program and course options in the study of political institutions, processes, policies, and problems. In the study of politics, our concern is both practical and evaluative. We endeavor to acquire reliable facts and sound analytic concepts so as to evaluate political phenomena confidently and carefully. We analyze local, national, international, and transnational institutions and issues, drawing on current data, historical studies, and theoretical approaches. We attempt to formulate standards for the appraisal of political life and the performance of institutions, including the challenges to democratization. Finally, we strive to impress upon students that politics touches on virtually every aspect of a person's existence. Thus, we are not merely concerned with understanding how societies are governed but also with the consequences for human welfare of various structures, processes, and beliefs. We hope thereby to assist in some way in the perennial quest of men and women for a just, compassionate, and responsible political order.

Requirements

The Major

All majors in political science must take a total of eleven courses:

- POLSCI 102; and 101 or 103
- Five distribution courses, as designated by a letter code following each course title:
  - one course in American politics (Category A),
  - one course in international relations (Category B),
  - two courses in comparative politics (Category C),
  - one course in political theory (Category D);
  - Four additional political science courses, which may or may not be distribution (letter-coded) courses.

At least five of the eleven courses required of each major must be at or above the 300 level. A student completing requirements for a second major or for a program or minor in addition to his or her political science major may, with the approval of his or her advisor, apply up to two courses from the completed major, and one course from the completed minor, toward this total of eleven.

No more than three courses in internships, independent study, or honors work may be counted toward these requirements.

The Minor

Students minoring in political science must complete a total of six courses:

- POLSCI 101 and POLSCI 102; and
- four more political science courses, including at least two at the 300 or 400 level.

No more than one course in the form of internships, independent study, or honors work may be counted toward these requirements.

The Pass/Fail Option

Political science majors and minors may use the pass/fail option for no more than one of the eleven required courses. Political science majors or minors who are considering taking a political science course pass/fail are strongly encouraged to talk with their faculty advisors before making a final decision.

Honors

Students who have done distinguished academic work in the department may wish to write an honors thesis during their senior year. Those interested in such a project should consult with their advisor prior to the completion of their junior year.

Program in International Relations and Program in Public Policy

In addition to the major and minor in Political Science the Department also administers two interdisciplinary minors: International Relations and Public Policy. While open to all students in the college, these two minors may be of particular interest to political science majors. For additional information, please consult the separate entries under "International Relations" and "Public Policy" in this publication.

Transfer Credit Policy

Transfer students must complete a minimum of four political science courses above the 100 level at UMass Boston.

Cross-Listed Courses

Courses followed by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example "POLSCI 250L (ENVSTY 250L)," which is cross-listed with the Program in Environmental Studies.

Courses

POLSCI 110G
Controversial Political Issues

POLSCI 113G
Issues of Political Identity at the Turn of the Century

POLSCI 120G
Political Controversies

POLSCI 221Q
Introduction to Quantitative Methods

POLSCI 230G
Globalization and Its Discontents

POLSCI 245G
Reading the Newspaper

For a complete description of these courses, see the "First-year and Intermediate Seminars" section of this publication.

POLSCI 101
An Introduction to Politics and Political Science
This course introduces and explores the conceptual vocabulary of politics. It is designed for anyone who thinks, talks, or worries about the public world. It examines how real-world outcomes are affected by our political ideas and assumptions.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits

POLSCI 102
Government and Politics of the United States
An introduction to the structures, processes, and results of the American governmental system. The course focuses on the national government and national political behavior, although state, regional, and local structures and issues are also introduced. Topics include institutions of government, political principles and ideologies, public opinion, political socialization, political parties, mass media, elections, interest groups, civil rights and civil liberties, public policies and policy making.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits

Department of Political Science

POLSCI 103
Introduction to Political Theory
An introduction to critical reading and thinking about politics via engagement with primary texts in political theory.
3 Lect Hrs, 3 Credits
Ms. Schotten, Mr Ward

POLSCI 201
Comparative Politics of Industrialized Societies (C)
Introductory survey of political systems in the industrialized world, including the United States, Europe, and Japan.
3 Lect Hrs, 3 Credits
Mr Ferguson, Mr Weiner

POLSCI 202
Comparative Politics of Transitional Societies (C)
Introductory survey of political systems in non-industrialized nations, drawing on examples from Latin America, Africa. and Asia. Course content focuses on the nature of the development process and the evolution of political institutions and practices.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Farsakh, Mr Langley, Mr Spence, Mr Vannicelli, Mr Zhang

POLSCI 203
Public Policy (A)
The process of policy making and the manner and effects of policy implementation in states and localities.
3 Lect Hrs, 3 Credits
Mr Cnudde, Mr Cunningham, Mr Ferguson, Ms O'Brien

POLSCI 220
International Relations (B)
This course focuses on basic patterns and concepts which explain interactions among nations. Special attention is given to the role of ideologies, international organizations, conflict resolution, the impact of multinational corporations, underdevelopment, the international dimension of human rights, ethnic, "racial," religious, and gender differences, and the dynamics of globalization.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Alamgir, Mr Ferguson, Mr Langley, Mr Vannicelli, Mr Watanabe, Mr Weiner

POLSCI 224
The Political Novel (D)
This course studies some of the best novels concerning political conditions, ideas, and passions in our time. Franz Kafka, André Malraux, Arthur Koestler, George Orwell, and Ignazio Silone are among the novelists whose works are read. Such writers depict the plight of human beings; their works are broad in scope and philosophical in mood. Consequently they offer a superb opportunity for reflection and discussion concerning human nature, the human situation today, and the political possibilities and responsibilities that these put before us.
3 Lect Hrs, 3 Credits
Mr Langley, Mr Ward

POLSCI 250L (ENVSTY 250L)
Introduction to Environmental Policymaking
This course provides an overview of environmental policymaking in the US and to a lesser degree internationally. Students learn how environmental knowledge is turned into laws, regulations, management practices, and social behavior. Through case studies and role-playing, students experience the dynamic interplay of science, interest group politics, economic and institutional constraints, and value-based social movement organizing.
Prerequisites: ENVSTY 101 or an equivalent introductory course, or POLSCI 101,102.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits

POLSCI 251
Ancient and Medieval Political Thought (D)
The origins and the early development of the main political ideas of the West.
3 Lect Hrs, 3 Credits
Ms Schotten, Mr Ward

POLSCI 252
Modern Political Thought (D)
The history of Western political ideas from the time of Machiavelli to that of Marx and Nietzsche.
3 Lect Hrs, 3 Credits
Ms Schotten, Mr Ward

POLSCI 265L
World War II Internment of Japanese Americans (A)
The US Government in 1942 commenced the internment of 120,000 Americans of Japanese ancestry. This course considers political, economic, legal, sociological and historical matters in the examination of this chapter in American life. The course encompasses experiences beyond the internment, including early Japanese immigration, the battle for redress and reparations, and the current status of Japanese and Asian Americans.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Watanabe

POLSCI 305
Images of World Politics in Film and Literature (B)
Examination of political symbolism, both as an approach to political analysis and as a source of information on non-American political systems. Films and related readings on visions of past, present, and future politics.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Langley

POLSCI 306
Political Socialization (C)
Analysis of the various institutions that act as socializing agents in the political culture. Focus is on family, race, class, political parties, ethnicity, gender, government, and education.
3 Lect Hrs, 3 Credits

POLSCI 307
Political Change and Group Identity (C)
The course is concerned with the impact of group identity—racial, religious, ethnic, gender, sexual, class, national—on political systems.
3 Lect Hrs, 3 Credits

POLSCI 309
Political Behavior (C)
Introduction to the study of political behavior, including relationships between characterological elements and political attitudes and actions, processes by which societies teach members to behave politically, and national differences in political socialization.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Ferguson

POLSCI 311
Political Parties (A)
The American political process, with emphasis on political parties, pressure groups, and public opinion.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Ferguson, Mr Ward

POLSCI 312
Political Economy (D)
This course is designed to introduce the undergraduate student to competing paradigms in economic thought and public policy. The course begins with a brief overview of the historical, philosophical, and psychological roots of political economy. It continues with an inquiry into conservative, liberal, and radical political economic perspectives. It concludes by applying these

Department of Political Science

three perspectives to policy questions concerning economic development and income distribution.
3 Lect Hrs, 3 Credits
Mr Ferguson

POLSCI 313
Topics in Political Economy (C)
This course is a continuation of POLSCI 312. Using the theoretical perspectives explored in the first semester it focuses on several substantive areas of political economy, including education, trends in wages and income, global market competition, and industrial and trade policy.
Prerequisite: POLSCI 312 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Ferguson

POLSCI 315
American Political Behavior (A)
A close examination of the major areas of theory and research on American political behavior: public opinion and political attitudes; political participation; elections and voting; and political socialization. Both social-psychological and structural and institutional factors are emphasized.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Ferguson, Ms O'Brien, Mr Watanabe

POLSCI 318
The Legislative Process (A)
The function of national and state legislatures, and the role played by political parties and interest groups in legislatures.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Cnudde, Mr Ferguson

POLSCI 320
Women, Politics, and Policy (A)
This course exposes students to the field of "women and politics" in U.S. politics. It investigates what a gender perspective adds to evaluations and understandings of politics and policy, as well as ways in which gender influences policy outcomes, political perspectives, and political experiences. Collective action for, and on the behalf of, groups of women is a major focus, as is the perspective of women of various races, social classes, ethnicities, and sexual orientation. The course covers: baseline trends and debates related to women and politics; gender movements and women's organizing from a historical perspective; political participation and public opinion; and public policy.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms O'Brien

POLSCI 321
Diversity and Public Policy (A)
This course offers a survey of key public policy issues related to diversity and U.S. public policy. It investigates theoretical perspectives on the role of group-based analysis for understanding public policy as well as specific public policy domains. Policy issues most relevant to race and ethnicity, social class, and gender and sexual orientation are systematically explored, as well as a policy issue that works at the intersection of these group cleavages. The course provides the foundation from which to analytically engage the major policy issues of the day as they relate to diversity in the United States.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms O'Brien

POLSCI 322
Politics of Poverty and U.S. Social Welfare Policy (A)
This course offers a survey of social welfare policy and the politics of poverty in the United States. It investigates the scope and frequency of poverty in the U.S., who is most likely to be poor, what has typified American responses to poverty, and the various explanations for why these conditions exist. Addressing these issues means that the potential role of group cleaves like race, ethnicity, gender, and social class for determining public opinion and policy toward the poor is a central theme. The difficulties and relative efficacy of various forms of political action by the poor, on behalf of the poor, and against the poor are also considered. The course relies on empirical evidence, from authors across the ideological spectrum, to evaluate claims about the poor, poverty, politics, policy makers, power, and social welfare policy.
3 Lect Hrs, 3 Credits
Ms O'Brien

POLSCI 324
The American Presidency (A)
The powers, the limitations, and the organization of the Presidency in the American system of government.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Cunningham, Mr Ferguson, Mr Watanabe

POLSCI 325
Public Administration (A)
A study of the bureaucratic process, emphasizing organizational behavior, changes in administrative institutions and theories, and the political role of bureaucracy.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Cnudde

POLSCI 329
American Constitutional Law and Theory (A)
The development of the United States Constitution, chiefly through decisions of the Supreme Court. Emphasis on the origin and nature of judicial power, the way it inhibits and facilitates operation of the political process, and the search for standards by which to judge the judges.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Ms Bussiere

POLSCI 330
Presidential Elections (A)
The course examines systematically the process by which the President of the United States is chosen. Presidential recruitment, campaign financing, delegate selection, electoral procedures, media use and involvement, conventions, strategies and tactics, and other aspects of the presidential election process are covered. Most of these discussions take place within the context of recent elections.
3 Lect Hrs, 3 Credits
Mr Cunningham, Mr Ferguson, Mr Watanabe

POLSCI 332
Civil Liberties in the United States (A)
An analysis of the constitutional rules governing civil liberties in the American system, primarily through decisions of the Supreme Court. Emphasis on five areas: freedom of the press and speech, freedom of religion, criminal procedure, reproductive rights, and school desegregation.
Prerequisite: Junior standing.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Bussiere

POLSCI 335
Law and Public Policy (A)
The main objective of this course is to expose students to (1) different theoretical perspectives on law and public policy (concentrating on law and the courts), (2) some important substantive areas of law and public policy, and (3) broader questions regarding the study and practice of public policy in the United States. Although

Department of Political Science

the focus is on "judicial" policymaking, the broader phenomenon of institutional development and interaction with societal forces is of special concern in this course. Class discussion and assignments are geared toward developing students' analytical skills so that they are able to examine policy issues from multiple theoretical angles and, thereby, to gain a critical perspective.
3 Lect Hrs, 3 Credits
Ms Bussiere

POLSCI 338
Massachusetts Politics (A)
A study of state and local government and politics in Massachusetts, emphasizing its unique features as well as its similarities to other state systems.
3 Lect Hrs, 3 Credits
Mr Cunningham

POLSCI 340
Boston: Cooperation and Conflict in the Urban Environment (A)
The course helps students become familiar with the historical backgrounds of Boston's social systems, which leads to investigation and discussion of the city's contemporary political and social problems. The materials for this course consist of scholarly writings, journalists' reports, government documents, judicial opinions, biographies, films, and slide lectures, all focused on Boston and the metropolitan region.
Prerequisite: Junior standing or permission of the instructor.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

POLSCI 341
Metropolitan Politics (A)
Municipal politics, organization, and functions; special attention to the impact of recent social and economic changes on cities; and to suburban and intergovernmental politics in metropolitan regions.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

POLSCI 344
Problems of Urban Politics (A)
Some of the issues raised by urbanization—are cities necessary? and is the relatively democratic structure of the American cities responsible for some of their problems? and has there been a revolution of rising expectations in urban life?—considered in historical and comparative perspectives.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Ms O'Brien

POLSCI 347
Politics, Social Choice and Public Policy (D)
Social choice theory is concerned with the ways in which individual values and choices are connected with collective choices. It is an important theoretical focus in contemporary political science which has generated an expanding research literature on such topics as public policy, parties, elections and interest groups. This course presents the central concepts of social choice theory, examines theoretical and empirical applications, and concentrates on the study of public policy. Both the uses and limitations of social choice theory are explored.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Ward

POLSCI 348
Science and Public Policy (A)
Although few politicians have a scientific background, they are increasingly confronted with issues that are scientifically and technically complex. This course examines how policy makers and the general public cope with such issues of high scientific and technological content and how politicians and their advisors try to control the scientific enterprise; how scientists try to defend their autonomy; and the conflicts between scientific expertise and the democratic control of science.
Prerequisite: One natural science course from chemistry, biology, environmental studies, geography, or physics.
3 Lect Hrs, 3 Credits

POLSCI 349
Cities and World Development (C)
This course explores comparatively the development of urban areas within the industrialized and developing worlds in the context of theories of world development. Material is covered in four sections: an historical introduction to the birth of the modern city; urbanization in industrialized countries; urbanization in the developing or "third" world; case studies in the recomposition of cities: New York, London, Paris, Mexico City, Rio, Bombay, Hong Kong.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits

POLSCI 351
The Politics of National Development (C)
The extent to which elements of the Third World have progressed from statehood to nationhood during the decades following the great anticolonial revolution.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Ms Farsakh, Mr Langley

POLSCI 353
European Political Development (C)
An examination of the effects of revolution, industrialism and social and cultural change on the political institutions of England, France and Germany in the nineteenth century. The modernization of government and administration, electoral reform, and class and party politics, are among the topics considered from the perspective of their contribution to the establishment of democracy.
Prerequisite: Any course in modern European history.
3 Lect Hrs, 3 Credits
Mr Ferguson, Mr Weiner

POLSCI 354
Postwar European Problems (C)
A comparative review of postwar problems in Europe—postwar recovery, parties and institutions, defense, multinational corporations, and political opposition.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Ferguson, Mr Vannicelli, Mr Weiner

POLSCI 355L (IR 355L)
The European Union (B)
This course focuses on the political, economic, and social trends affecting national and intra-regional developments within various countries, as well as on the institutions and processes of the European Union as an emerging supranational entity. Also covered: The European Union's external relations, with particular attention to US-European issues.
3 Lect Hrs, 3 Credits
Mr Vannicelli

POLSCI 357
Food: Politics and Policy (C)
The course examines the determinants of food policy and the politics of food. Topics include: the historical evolution of world food systems, farm and food consumption policies in the US and developing countries, and food aid. Special attention is given to international agricultural development aid,

Department of Political Science

the role of agribusiness corporations, and the magnitude of the hunger problem in the US and in the Third World.
3 Lect Hrs, 3 Credits

POLSCI 360
The Government and Politics of Britain (C)
Political institutions in Great Britain. Comparisons with those in other Western democracies.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Weiner

POLSCI 361
The Politics of Eastern Europe (C)
This course focuses upon such issues in Eastern Europe as political leadership, political legitimacy and stability, the leading role of the Communist Party, the relationship between political culture and change, and Eastern Europe-Soviet relations. It explores the revolutions of 1989 and the post-communist political order.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Weiner

POLSCI 363
Politics and Society in Present-Day Russia (C)
After a brief examination of the Soviet political system, this course focuses on contemporary Russian politics and society. Topics include the struggle to transform an authoritarian state into a pluralistic democracy; the transition from a centrally planned economy to a market economy; the role of the military; and social problems such as crime, alcohol abuse and the special difficulties experienced by women.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

POLSCI 365
The Politics of Communication (C)
What is the difference between the evening news on television and the entertainment programming that follows it? How, if at all, have propaganda techniques changed from "Triumph of the Will" (a film made for Hitler more than 50 years ago) to contemporary political campaign spots? Why does the word "America" appear in so many commercial messages? Why does a dark blue suit carry authority, and why don't men wear high-heeled shoes? Questions such as these (and others that are even weirder) go to the heart of the politics of communication—the study of the many ways in which the daily sending and receiving of messages serves not only to tie us together but also to establish and maintain social relations of domination. This course examines these matters from a variety of different theoretical perspectives and with the aid of all the communicative resources that can be mustered, including speech, print, films, slides, and video.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits
Mr Ferguson

POLSCI 366
Media and International Affairs (B)
Study and analysis of the ways in which the news media define, interpret and convey international developments. Both western and non-western news sources are examined.
Prerequisite: POLSCI 220.
3 Lect Hrs, 3 Credits
Mr Spence, Mr Vannicelli

POLSCI 367
Politics by Internet (A)
An exploration of the political uses, abuses, and implications of the Internet and of the national information infrastructure of which it forms a part. Lecture and laboratory topics include national, state and local infrastructure; policy and policy reform; constitutional and legal protections and issues. The course also includes instruction in requisite skills for Internet use.
3 Lect Hrs, 3 Credits

POLSCI 369
Politics of the Middle East (C)
This course asks why the Middle East is important and why it appears unstable and resistant to international and domestic pressures calling for economic development and democratization. It seeks to provide answers to these questions by examining the creation, and then transformation, of the modern states in the region. It also analyzes the role of Islam and nationalism, the Arab-Israeli conflict, the history of Western involvement in the region, and the ways in which economic and international developments impact Middle Eastern states' openness or resistance to democracy.
3 Lect Hrs, 3 Credits
Ms Farsakh

POLSCI 371
Latin American Politics (C)
An analysis of social structure and political behavior of various groups in Latin America, of a variety of forms of political participation at grass roots and national levels, and of the influence of technologically advanced countries on the politics of Latin America.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Spence

POLSCI 372
Central American Politics (C)
The study of the political and economic antecedents of the political situation in Central America, with emphasis on Nicaragua, Guatemala and El Salvador. The foreign policy of the United States and of other Latin American states toward the region is discussed, but emphasis is given to domestic politics.
Prerequisite: POLSCI 123.
3 Lect Hrs, 3 Credits
Mr Spence

POLSCI 375
Third World Development (C)
Investigation of theories of interdependence, dependency, and neocolonialism. Special attention to North/South relations, various approaches to development and forms of assistance provided by the industrial countries, resource problems, and other political and developmental issues facing North and South.
Prerequisite: Junior standing.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Alamgir, Mr Spence, Mr Vannicelli, Ms Zhang

POLSCI 376
Religion and International Relations
The course seeks to acquaint students with the roles of religion in the interactions of states. These roles include the states' sense of self and "other," the construction and subversion of international norms, the shaping of human consciousness for domination (oppression) and liberation, and in the fashioning of visions and processes by which human communities have sought to journey from local to more universal associations.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Langley

POLSCI 377
Special Topics in Politics
Intensive study of topics in politics. Course content varies each semester.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits

Department of Political Science

POLSCI 380L/RELSTY 380L
Religion and Imperialism
Critical consideration of the ways that imperialism impacts religion and religion affects imperialism, with attention to historical cases such as the pax Romana and early Christianity, and focusing mainly on contemporary cases such as the Western European and American impact on the Middle East and Islam and Islam-inspired resistance in Iran and Palestine.
Prerequisites: Sophomore standing, 30 credits, or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Farsakh

POLSCI 387
The Government and Politics of China (C)
A study of the influences shaping contemporary Chinese politics, both domestic and international, including revolutionary origins, the struggle for development, ideology, political structures, and ongoing social change.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Ms Zhang

POLSCI 391
The Government and Politics of Africa (C)
African government and politics with emphasis on stability in African political systems and on the role of tribes, political parties, armies, and government bureaucracies.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Langley

POLSCI 399
Conservative Political Thought
This course examines conservative political thought, with emphasis on its origins, development, variety, premises, aims, arguments, and public policy implications. Readings include major figures in the history of conservative political thought as well as recent and contemporary conservative writers. Students are required to make extensive use of resources available on the World Wide Web. While the focus of the course is largely on American conservatism, some attention is given to other varieties of conservatism as well. Issues include: How and why did conservatism emerge? What are conservatives for and what are they against? Does conservatism have an essential core of ideas, or does the content of conservatism vary according to historical conditions? Does conservatism require a belief in religion? How do contemporary conservatives understand important political controversies? What do conservatives propose as solutions to important problems in modern society? What might the future of conservatism be?
3 Lect Hrs, 3 Credits
Mr Ward

POLSCI 400
Leadership (C)
This course introduces readings and films from which the class identifies patterns of leadership behavior permitting plausible generalizations. It examines the behavior of persons in formal and informal leadership roles, different bases of authority, the interaction between leaders and followers, the relationship between means and ends, and the role of leaders in establishing purpose and as agents of change.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

POLSCI 402
World Politics and World Order (B)
The study of recent developments in international law and organization, regionalism, the politics of economic interdependence, and arms control, with emphasis on the United Nations systems and the European communities. Examination of strategies for dealing with international conflict.
Prerequisite: POLSCI 220 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Alamgir, Mr Langley, Mr Vannicelli

POLSCI 404
Arab-Israeli Conflict (B)
This course seeks to answer questions concerning whether the Arab-Israeli conflict is one over land or religion, race or ethnicity, state building or regional hegemony, and one between Arabs and Zionists, Muslims and Jews, or western and eastern states. It explores the causes of the conflict from an ideological, political, economic, and international perspective. It focuses on the role of nationalism, on the process of state formation in the Middle East, on the role of regional rivalries in shaping the conflict, and on the role of superpowers in trying to bring about a solution to the conflict.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Farsakh

POLSCI 410
The Politics of International Economic Relations (B)
The course studies the relationship between the structure of the international political system and the structure of the international economic system, examines the reciprocal links between domestic political and economic policies of governments and their international behavior, and analyzes the sociopolitical choices which support the development and operation of such transnational institutions as the World Bank, the IMF, multinational corporations, cartels, and trading systems.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Alamgir, Mr Langley

POLSCI 411
International Organizations I (B)
The development of international organizations as a response to the needs of the international community, and as a functional approach to world peace. Emphasis on the United Nations and its specialized agencies.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Langley, Mr Weiner

POLSCI 412
International Organizations II (B)
Continuation of POLSCI 411 emphasizing regional, political, and economic organizations, and the administration of international relations.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Langley, Mr Weiner

POLSCI 415
Law and International Relations (B)
An examination of the primary functions of law in international relations, and the way in which law operates in international practice. Major issues covered include the role of law in the control of the use of force by nations, both historically and in relation to the current international scene, and the changes in law relating to private economic activity such as the law of the sea, responsibility for the protection of the environment, and national control of corporations. Course work based on both casebook and text materials.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Langley, Mr Weiner

POLSCI 420
Imperialism (B)
This course is designed to examine the various purposes (economic, political, social, cultural) served by policies of imperialism, in both its overt and ambiguous forms, as an aspect of international relations in the nineteenth and twentieth centuries—that is, the era marked economically by an international process of industrialization. Course material consists of analyses and

Department of Political Science

explanations of the imperialist phenomenon advanced by both theoreticians (Marxist and liberal) and practitioners.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Vannicelli

POLSCI 421
War (B)
An advanced course in international relations exploring the problem of war from many points of view, theoretical and practical. These include the history, nature, and causes of war, strategy in the course of war, legal and ethical questions, as well as proposals to avoid war (arms control, disarmament, social revolutions, etc.).
Prerequisite: One international relations course.
3 Lect Hrs, 3 Credits
Mr Langley, Mr Vannicelli, Mr Weiner

POLSCI 422
Nationalism (C)
The politics of nationalism viewed through a theoretical examination of its origins and development; focus on nationalism and patriotism, political violence, national character, nation, communications and state.
3 Lect Hrs, 3 Credits

POLSCI 424
American Foreign Policy (B)
Examines United States foreign policy in the post-World War II period. Focuses on both historical and institutional matters. Current issues are also given ample consideration.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Watanabe

POLSCI 430
Russia and the Other Successor States After the Cold War (B)
This course deals with Russia and the other countries that emerged from the breakup of the USSR. While the primary focus is on Russia, the largest and most influential of the Soviet successor states, attention is also given to Ukraine, the Baltic states, and other post-Soviet republics. Among the issues to be examined are arms control; economic relations; relations between Russia and the other successor states; the significance of the Commonwealth of Independent States; and the political debate in the United States over whether to aid Russia and the other CIS states.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

POLSCI 451
Queer Political Theory
Queer Theory critically interrogates the assumed naturalness of (hetero)sexuality and (hetero)normative gender categories. This course is specifically focused on politics, and considers (1) how, in what way, or to what degree sex, sexuality, and gender are "political"—i.e., formed, produced, or expressed as by-products of power?—and (2) what do answers to question #1 entail for something called "queer politics"?
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Schotten

POLSCI 452
Feminist Political Theory
Feminist political theory is the study of gender inequality. This course offers a critical engagement with both gender and inequality, examining, first, the character, extent, and legitimacy of gender inequality (which will necessarily take into account its important permutations by race, class, sexuality, nationality, citizenship, and immigrant status); and second, interrogating gender itself, calling the terms "man" and "woman" into question. Overall, the course will remain concerned with politics and thus continually consider the practical applications of these ideas in such arenas as the body, marriage, parenting, family, labor, crime, violence, and war.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Schotten

POLSCI 453
Democratic Theory (D)
This course explores ancient and modern theories of democracy in historical context. Topics include theories about leaders and their ends; the bases of representative democracy; the linkages between democracy and revolution; the relationship of democracy and economics; the issues related to democracy and difference; and the challenges for democracy in the twenty-first century.
3 Lect Hrs, 3 Credits
Ms Schotten, Mr Ward

POLSCI 454
Recent and Contemporary Political Thought (D)
A study of twentieth century political and social thought with incidental attention to certain influential thinkers of the nineteenth century.
3 Lect Hrs, 3 Credits
Ms Schotten, Mr Ward

POLSCI 455
Problems of Political Theory (D)
A non-chronological study of the perennial questions dealt with by political philosophers. This course is concerned primarily with developing the students' capacity to think politically rather than with the history of ideas.
3 Lect Hrs, 3 Credits
Ms Schotten, Mr Ward

POLSCI 456
Political Thought of Lincoln
This course will explore the intellectual journey of Abraham Lincoln and place him in the ranks of serious philosophers on the nature of man, God, and government. We will examine Lincoln's assertion that his entire political philosophy could be traced to the Declaration of Independence and its doctrine of natural law, consider his desire to preserve the Union in light of his conception of the immorality of slavery, and explore his constitutional understanding. Our reading will include a close examination of Lincoln's speeches and writings, as well as secondary sources.
3 Lect Hrs, 3 Credits
Mr Cunningham

POLSCI 459
Karl Marx's Marxism (D)
An investigation of the origins of modern critical social theory through extensive readings from Marx's entire body of writings.
3 Lect Hrs, 3 Credits
Ms Schotten

POLSCI 468
American Political Thought (D)
An analytical and historical study of the development of American political thought and institutions.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Cunningham

POLSCI 470
Christianity and Politics (D)
Reflections on political problems as seen from various Christian standpoints. Current problems and contemporary Christian thinkers are emphasized. Particular attention is paid to the diversity of insights that Christianity makes available and to the occasions for critical reflection that are thus provided.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Ward

Department of Political Science

POLSCI 472
The Political Philosophy of Hegel (D)
The course is an inquiry into the presuppositions, intentions, contents, and implications of Hegel's political philosophy. The course is concerned with links between Hegel's political philosophy and his general philosophy, relations between it and its ancient and modern predecessors, and the legacy of Hegelian thought. Close reading of selected Hegelian texts is coupled with attention to Marxist, non-Marxist, and anti-Marxist readings of Hegel.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Ward

POLSCI 478, 479
Independent Study
A course of reading and investigation designed to supplement regular departmental offerings. Topics are worked out by instructor and student. Regular papers or one lengthy paper are required.
Hrs by arrangement, 3 Credits

POLSCI 486
Seminar: Africa and World Politics I (C)
Intensive study of the newly independent states of Africa and their impact on world affairs.
Prerequisite: POLSCI 391 or 392 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Langley

POLSCI 487
Seminar: Africa and World Politics II (C)
A continuation of POLSCI 486, this seminar concentrates on regional African groupings, the concept of African unity, the impact of multi-national corporations, and the effect of foreign aid and technical assistance.
Prerequisites: Junior standing and permission of instructor.
3 Lect Hrs, 3 Credits
Mr Langley

POLSCI 488
Field Work in Politics
Carefully supervised field work, available only to a limited number of qualified students in any one semester. Written prospectus of the project, periodic conferences with a faculty advisor, and appropriate written work required.
Prerequisites: Completion of a relevant course, and permission of instructor.
3 Lect Hrs, 3 Credits

POLSCI 489
Field Work in Politics
See POLSCI 488.

POLSCI 490
Special Issues
Guided readings in special areas of politics. May be used for honors thesis. By invitation of department.
Hrs by arrangement, 3 Credits

POLSCI 491
See POLSCI 490.

POLSCI 492
Directed Readings in Politics
Reading of four to six books on a special topic and preparation of a 10-15 page critical analysis. Lists of topics and pertinent readings are prepared by individual faculty members. Upon completion of a project, students submit the required paper for departmental evaluation (on a pass-fail basis only). Limited to one project per academic year.
Prerequisite: Junior standing or permission of department.
3 Lect Hrs, 1 Credit

POLSCI 493
Directed Readings in Politics
See POLSCI 492.

POLSCI 495
Field Practicum in Politics
Full-time work in a government or political agency to help students integrate course work with practical training.
Prerequisite: Permission of instructor.
Hrs by arrangement, 9 Credits

POLSCI 498
Senior Capstone Seminar
The capstone seminar offers an intensive and integrative examination of major issues in political science; specific topics vary by instructor. The seminar culminates in a significant student research paper, which the student will present to his or her classmates in the seminar.
Prerequisites: Successful completion of a minimum of five political science courses.
3 Lect Hrs, 3 Credits

POLSCI 499
Seminar in International Relations (B)
A research seminar designed for two categories of students: a) political science majors with an interest and strong background in international relations; and b) students completing the International Relations Program (for whom the seminar will provide the context and guidance to carry out a "Senior Project" aimed at integrating their study of international relations). In either case, students spend most of their time researching, writing, and presenting a substantial paper.
Prerequisite: Junior standing.
Hrs by arrangement, 3 Credits
Mr Langley, Mr Vannicelli, Mr Watanabe

DEPARTMENT OF PSYCHOLOGY

Faculty

Jane Adams, Professor and Chair; Professors Celia Moore, Alice Carter, Michael Milburn, Paul Nestor, Jean Rhodes, Lizabeth Roemer, Carol Smith, Edward Tronick; Associate Professors Erik Blaser, Tiffany Donaldson, Zsuzsa Kaldy, Joan Liem, David Lisak, Ester Shapiro, Karen Suyemoto; Assistant Professors Vivian Ciaramitaro, Abbey Eisenhower, Jin Ho Park, John Perez, Javid Sadr, Susan Zup; Senior Lecturers Sheree Conrad, Laurel Wainwright, and Kathy Kogan

The Department

Psychology is the science that studies behavior and mental processes. It is relatively young, compared to other scientific disciplines, and in recent years there has been tremendous expansion in many areas of psychological research. The Psychology Department at UMass Boston exposes students to a variety of methods of studying human beings and other animals. These methods focus on biological structures and mechanisms, psychological processes (feeling, perceiving, thinking, acting), personalities, and social relationships; and changes in these phenomena through development and learning.

Requirements and Recommendations

Prerequisites

All psychology courses numbered 300 and above have as prerequisites:

- PSYCH 100 or 101

Many of these courses have additional prerequisites; please consult course descriptions.

The Major

The Psychology Department offers three majors: 1) a BA in psychology, 2) a BA in psychology and sociology (social psychology), and 3) a BS in psychology. The BS degree is appropriate for students who wish to combine courses from the natural sciences.

Major Requirements for the BA Degree in Psychology

Current degree requirements apply to all students who declared their majors after September 1, 2000 *(please contact your advisor if you declared your major before September 1, 2000 and want to use old requirements).* Students who declared their majors after fall 2003 must also satisfy the university requirement for a capstone course. While the requirements have not changed since this time, changes in certain course numbers were made in the fall of 2007. Courses taken under the prior numbering system fulfill the same requirements now as previously. Please refer to the course name to determine where courses taken before fall 2007 fit in your plan of study.

The course structure for the BA major ensures that all students develop a broad base of knowledge in the five subdisciplines of psychology, while allowing specialization in a particular area. The BA degree in psychology requires 12 courses, distributed as listed below:

Introductory Courses (2 courses)

1. Introduction to Psychology (PSYCH 101 or 100)
2. Introduction to Behavioral Research (PSYCH 201)

Intermediate Courses (5 courses)

One intermediate-level course is required from each of the five subdisciplines of psychology. The introductory and intermediate courses provide foundational knowledge within the major and serve as prerequisites to more specialized courses. *(Note that in the fall of 2007 all course numbers in this category were changed from 200 to 300 level but the courses and requirements in this category have remained the same.)*

1. Personality/Clinical: Personality (PSYCH 300) or Abnormal Psychology (PSYCH 315)*
2. Developmental: Infancy and Childhood Development (PSYCH 341) or Adolescence (PSYCH 342)*
3. Social Psychology (PSYCH 330)
4. Behavioral Neuroscience (PSYCH 360)
5. Cognitive: Learning and Memory (PSYCH 350) or Perception (PSYCH 355)*

** One of the courses is required. If both are taken, the secondary course will count as a lower-level elective and will not satisfy the requirement for an advanced course.*

Elective Courses

8., 9. Two electives—any two psychology courses from any level (this includes any secondary 300-level intermediate course)

Advanced Courses

10. One course numbered 300 or higher (with the exception of courses listed in the intermediate core requirement category)

11., 12. Two courses at the 400 level

Capstone Requirement

Students who declared the major on or after September 1, 2003, will need to meet the capstone requirement. Capstone criteria include a grade of C- or better in a 400-level course taken in residence after completing at least three of the five intermediate core requirements.

Further Restrictions

Eight of the 12 courses for the major must be taken in residence at UMass Boston. Only one of the 12 courses counted toward the major may be taken pass/fail.

Only one of the following courses (3 credits) can be counted as an advancedcourse in satisfaction of the requirements of the major: PSYCH 430, 442, 486, 488, 489, 496-499. These course credits will count toward the university requirement of 120 credits.

Major Requirements for the Joint Major in Psychology and Sociology (Social Psychology)

The joint major in social psychology consists of a single sequence of 12 courses that emphasize the approaches and concerns shared by psychology and sociology. Courses represent the contributions from each department. In addition, the course sequence focuses on how social psychology can be applied to help understand and deal with a variety of social problems and issues.

Course Requirements

1. PSYCH 100/101 Introduction to Psychology
2. SOCIOL 101 Introduction to Sociology
3. PSYCH 201 Intro to Behavioral Research or PSYCH 270 or SOCIOL 350 Statistics
4. PSYCH 330 Social Psychology or SOCIOL 281 Society and the Individual
5. SOCIOL 341 Sociological Theory
6. SOCIOL L351 Methods of Sociological Research
7. Psychology, Group A. One of the following courses:

   PSYCH 350 Learning and Memory

   PSYCH 355 Perception

   PSYCH 360 Behavioral Neuroscience
8. Psychology, Group B. One of the following courses:

   PSYCH 300 Personality

   PSYCH 315 Abnormal Psychology

Department of Psychology

PSYCH 341 Infancy and Child Development

9., 10. Psychology Directed List: Two of the following courses:

PSYCH 333 Group Dynamics

PSYCH 335 Social Attitudes and Public Opinion

PSYCH 337 Communication and Society

PSYCH 338 Community Psychology

PSYCH 339 Psychology and the Law

PSYCH 415 Psychological Trauma: Individual and Society

PSYCH 434 Social Perception

PSYCH 430 Internship in Psychology (6 credits)

PSYCH 477 Experimental Methods: Social

PSYCH 441 The Family and the Child: A Psychological View

11., 12. Sociology Directed List: Two of the following courses:

SOCIOL 300 Communication and Opinion

SOCIOL 310 Socialization

SOCIOL 316 Family Violence in America

SOCIOL 342 Aging and Society

SOCIOL 362 Juvenile Delinquency

SOCIOL 382 Sociology of Gender

SOCIOL 384 Medical Sociology

SOCIOL 386 Sociology of Mental Health and Illness

SOCIOL 460 Internship in Urban Social Service (6 credits)

Capstone Requirement

A capstone is required for those who declared their major after September 1, 2003. Students must achieve a C- or better to obtain capstone credit. Any course in the psychology-directed list or the sociology-directed list numbering 400 or above fulfills the requirement.

Additional Notes

Only one course within this major may be taken pass/fail.

A maximum of three sociology courses (9 credits) and three psychology courses (9 credits) may be transferred from other institutions.

Either PSYCH 430 or SOCIOL 460 may be included in the major, but not both. Students who choose this option will complete 3 extra credits in psychology and sociology, since each of these courses carries 6 credits. These extra credits will be considered as elective credits, counting toward graduation but not toward the major.

Major Requirements for the BS Degree in Psychology

The major requirements for the BS degree in psychology include 12 courses in the major as listed below, and seven courses outside the major. The courses outside of the Psychology Department are selected from courses for majors in the natural sciences and mathematics. This description of psychology requirements reflects course number changes that went into effect in fall 2007. Please refer to course name to see where courses taken before fall 2007 will fit in your plan of study. The courses have not changed and fill the same requirements as previously. *(Please contact your advisor if you declared your major before September 1, 2000, and wish to use old requirements.)*

Introductory Courses (3 courses)

1. Introduction to Psychology (PSYCH 101 or 100)
2. Introduction to Behavioral Research (PSYCH 201)
3. Psychological Statistics (PSYCH 270)

Intermediate Courses (5 courses)

One intermediate-level course from each of the five subdisciplines of psychology. These courses provide the required foundation of the major and serve as prerequisites to more specialized courses. *(Note that all course numbers in this category have been changed from 200 to 300 level but the courses and requirements in this category have not changed.)*

1. Personality/Clinical: Personality (PSYCH 300) or Abnormal Psychology (PSYCH 315)—1 course*
2. Developmental: Infancy and Childhood Development (PSYCH 341) or Adolescence (PSYCH 342)—1 course*
3. Social Psychology (PSYCH 330)
4. Behavioral Neuroscience (PSYCH 360)
5. Cognitive: Learning and Memory (PSYCH 350) or Perception (PSYCH 355)—1 course*

**One of the courses is required. If both are taken, the secondary course will count as a lower-level elective and will not satisfy the requirement for an advanced course.*

Elective Course (one course)

1. One psychology course from any level.

Advanced Courses (3 courses)

1. One course numbered 300 or higher, with the exception of courses listed in the intermediate core requirement category.
2. One advanced Experimental Methods course (PSYCH 475-479).
3. One course at the 400 level.

Capstone Requirement

Students who declared the major on or after September 1, 2003, will need to meet the capstone requirement. Capstone criteria include a grade of C- or better in a 400-level course taken in residence after completing at least three of the five intermediate core requirements.

Requirements Outside the Psychology Department (7 courses)

1. MATH 135, Survey of Calculus or a higher-level course in calculus (this requirement can be waived with an appropriate placement score)

2., 3. BIOL 111 and BIOL 112

4-7. Four semester-long courses designed for majors from the Departments of Biology, Chemistry, Mathematics, Computer Science, or Physics, or the course BIOL 207, Anatomy and Physiology I.

Further Restrictions and Clarifications

- Eight of the 12 psychology courses must be taken in residence at UMass Boston.
- Only one of the following courses can be counted as an advanced requirement or advanced elective: PSYCH 430, 442, 486, 488, 489, 496-499.
- Only one of the 12 P\psychology courses counted toward the major may be taken pass/fail.
- Six-credit internship courses (PSYCH 430, 442) count as one course.
- Courses from College of Science and Mathematics departments designed for nonmajors do not count toward the BS in psychology major.
- Laboratory sections for courses outside the Psychology Department that are listed as "optional" are not required; labs are required only if they are a requirement of the course.
- The capstone requirement can be met by the required advanced Experimental Methods course, provided the C- grade criterion is met.

Department of Psychology

The Minor

Students majoring in another discipline in the Colleges of Liberal Arts, Science and Mathematics, or Management, but with a strong interest in psychology, are encouraged to declare a minor in psychology. The requirements are

- PSYCH 100 or 101 AND either PSYCH 201 or 270.
- Two of the following courses: PSYCH 300, 315, 330, 341, 342, 350, 355, 360.
- Two 300-400-level courses (advanced) (except 488, 489, 496, 497, 498, 499).

The Cognitive Science Minor

Director: Professor Erik Blaser, Psychology

The Program

Cognitive science is an interdisciplinary field that studies the brain and mind: the development, underlying processes, and implementation of language, perception, memory, problem-solving, learning, and other intelligent capacities. Many areas of scholarship—computer science, linguistics, philosophy, psychology, anthropology, sociology, biological sciences, mathematics, economics, and engineering—contribute to the study of cognitive science.

The goal of the cognitive science minor, which is a joint program of the Psychology and Computer Science Departments, is to help students gain both content knowledge and analytical skills. The minor has two required courses—Introduction to Cognitive Science (which counts toward the social/behavioral science distribution requirement) and Statistics—as well as a requirement of four electives. Electives are chosen from a list of courses (see below) that are relevant to cognitive science. Additionally, students are encouraged to get involved in research through research assistantships, directed studies, and the Honors Program.

Students may declare the minor by picking up a "Declaration of Minor" form in the Psychology Department: M-4/204.

Requirements for the Minor in Cognitive Science

1. The minor requires six courses (two required and four elective).
2. *At most, two 100-level courses may count toward this minor.*
3. *At least two courses must be taken at the 300 level or above.*

Elective Courses [choose four] (with restrictions, see above)

ANTH 105 Introduction to Biological Anthropology
ANTH 210 Biosocial Bases of Human Behavior
ANTH 281 The Structure of Human Language
ANTH 310 Primate Behavior
ANTH 478/479 Directed Study
ANTH 490/491 Independent Research
BIOL 316 or 318 Neurobiology
BIOL 348 Animal Behavior
BIOL 349 Methods in Ethology
BIOL 352 Evolution
BIOL 478/479 Independent Study
CS 110 Introduction to Computing
CS 420 Intro to the Theory of Computation
CS 470 Intro to Artificial Intelligence
CS 478 Independent Study
CS 498 Honors Thesis
ECON 351 Economic Philosophy
LING 201 Introduction to Linguistics
LING 203 Speech Sounds and Theory
LING 310 Trans. Syntax: Intro to Chomskyian Ling
LING 479 Independent Study
PHIL 120 Introduction to Logic
PHIL 121G Mind and Reality
PHIL 227 Existentialism and Phenomenology
PHIL 344 The Philosophy of Mind
PHIL 345 Theory of Knowledge
PHIL 414 Contemporary Analytic Philosophy
PHIL 478/479 Independent Study
PSYCH 201 Intro to Behavioral Research
PSYCH 341 Infancy & Childhood Development
PSYCH 350 Learning and Memory
PSYCH 355 Perception
PSYCH 360 Behavioral Neuroscience
PSYCH 346 Language Development
PSYCH 447 Cognitive Development
PSYCH 450 Cognitive Psychology
PSYCH 460 Neurophys. Higher Cog Processes
PSYCH 462 Psychopharmacology
PSYCH 467 Evolution and Behavior
PSYCH 466 Hormones and Behavior
PSYCH 455 Adv Topics in Visual Perception
PSYCH 476 Expt Methods: Physiological
PSYCH 475 Expt Methods: Learning & Percept.
PSYCH 486 Research Apprenticeship
PSYCH 488/489 Directed Study in Psychology
PSYCH 496/497 Honors Research
SOCIOL 101 Introduction to Sociology
SOCIOL 281 Society and the Individual
SOCIOL 310 Socialization
SOCIOL 350L Methods of Sociological Research
SOCIOL 440 Society of Knowledge and Ignorance
SOCIOL 479 Directed Study in Sociology

Department of Psychology

4. Only one course from the student's major or other minor may count toward this minor (e.g., a psychology major/minor may only count one psychology course. *NOTE: Psychology majors/minors should enroll in 271L as a CS course).*
5. The student may count one semester of directed/independent study OR one semester of research apprenticeship OR both semesters of honors research/thesis, but the student must seek prior approval from the Cognitive Science Program director; documentation must be provided that the project is related to cognitive science.

Approved Courses

Required Courses (2 Courses)

PSYCH/CS 271L Intro to Cognitive Science

PSYCH 270Z Statistics (or SOCIOL 350, ECON 205, MATH 125, PHYSIC 350)

Biobehavioral Studies Option

Students interested in animal behavior who are majoring in anthropology, biology, or psychology may choose to participate in the Biobehavioral Studies Program as a specialized addition to their regular major.

The goal of the Biobehavioral Studies Program is to provide students with a broad understanding of the various approaches to the naturalistic study of the behavior of all animals, including humans. Students in the program complete a major in one of the three departments associated with the program, and in addition take a group of appropriate courses in each of the other two departments. Interested students are urged to consult with one of the program's directors.

Requirements and Recommendations

Students entering the program are advised to take introductory courses in all three departments. In order to insure that the program is recorded on their transcripts, students should complete the appropriate form, available from any of the program's directors, and file a card with the Registrar.

The program's requirements are intended to introduce students to the study of animal behavior, and to provide both breadth and depth, through courses in both a major field and in related areas.

Students in the program must complete a major in anthropology, biology, or psychology. Each of these three departments offers courses that are simultaneously applicable to the departmental major requirements and to those of the Biobehavioral Studies Program. For matriculated students, successful completion of the program is recorded on official university transcripts when they have met all graduation requirements. Non-matriculated students receive a certificate of completion.

Approved Courses

A. First Courses in Animal Behavior
- ANTH 210 (Biosocial Bases of Human Behavior)
- PSYCH 360 (Behavioral Neuroscience)

B. Associated Fields
- BIOL 290 (Population Biology)
- BIOL 316 (Neurobiology) or 318
- BIOL 317 (Endocrinology) or 319
- BIOL 342 (Ecology)
- BIOL 352 (Evolution)
- PSYCH 350 (Learning and Memory)
- PSYCH 460 (Neuropsychology)
- PSYCH 463 (Substance Abuse & the Brain)

C. Advanced Courses in Animal Behavior
- ANTH 310 (Primate Behavior)
- BIOL 348 (Animal Behavior)
- BIOL 349 (Methods in Ethology)
- BIOL 691 (Advanced Ethology)
- PSYCH 465 (Psychobiology of Development)
- PSYCH 466 (Hormones and Behavior)
- PSYCH 467 (Evolution and Behavior)

Transfer Credit Policy

At least three of the five program-approved courses from the departments outside the major department must be taken at UMass Boston. Transfer courses must be approved in writing by one of the program's directors.

Organizational Behavior Option

The Department of Psychology and the College of Management have agreed to make provisions for a select group of psychology majors to sample from a set of management courses having to do with *organizational behavior*. These courses are useful for students who wish to learn about the social psychology of organizations, or familiarize themselves with current theories of organizational behavior and organizational development. Psychology majors who elect the Organizational Behavior Option can also receive advising from management faculty members, and may become involved in management research.

To be eligible for the Organizational Behavior Option, a student must meet the following qualifications:

(a) be a psychology major or joint major in psychology and sociology

(b) complete Social Psychology (PSYCH 230)

(c) complete Statistics (PSYCH 270)

(d) carry a cumulative grade point average of at least 3.0

(e) obtain approval by the Psychology Department's Curriculum Committee.

Students who have met these qualifications will be referred to the contact person in the College of Management, who will advise students with regard to the organizational behavior courses and, if appropriate, make arrangements for them to enroll.

The Organizational Behavior Option consists of a maximum of four College of Management courses from the following list:

MGT 303: Managing Organizations

MGT 331: Managerial Ethics and Social Issues

MGT 401: Introduction to Human Resource Management

MGT 421: Skills in Leadership and Teamwork

MGT 450: Advanced Topics in Managing Organizations

MGT 478: Special Topics in Management

MGT 303 is a prerequisite for the other courses through the Organizational Behavior Option.

Courses taken as part of the Organizational Behavior Option are in addition to the psychology major sequence.

The Psychology Department's current Organizational Behavior Option advisor is Professor Ester Shapiro.

The 150-Credit-Hour Baccalaureate/MBA Program

This program is designed for College of Liberal Arts (CLA) and College of Science and Mathematics (CSM) students who are interested in pursuing careers in management built on a solid foundation of study in a CLA or CSM discipline. Participants receive the baccalaureate degree (either the BA or the BS) with a major in one of the CLA/CSM undergraduate disciplines, and the MBA degree from the College of Management. Those admitted to the program take a total of 96 undergraduate credits and 54 graduate credits for a

Department of Psychology

total of 150 credit hours. This compares to as many as 177 credit hours if the baccalaureate and MBA degrees are pursued sequentially. The program, though carefully structured, is nevertheless flexible enough to accommodate seven or eight undergraduate elective courses. CLA and CSM students must apply to the program after they have completed at least 60 credits. Information about the program is available from the Office of Academic Support Programs, McCormack Hall, 3rd floor, room 421. Please see Professor Adams in the Department of Psychology for more information.

Honors

The department offers an extensive honors program for students interested in going on to do graduate work in psychology. The honors program is designed to give outstanding students an opportunity to carry out a year-long program of study and research in an area of their interest under the supervision of a faculty advisor. In addition, honors students participate in a seminar which focuses on general issues in the philosophy of science, research methods, ethics, and other areas, as these relate to the particular problems that arise as they carry out their research.

The Pass/Fail Option

Students majoring in psychology are discouraged from exercising the pass/fail option for any course counted toward the major. One such course may be taken pass/fail, however; the student may also use the pass/fail option for any departmental courses taken as electives beyond the required number of major credits. This does not require specific faculty permission. Nonmajors may take any departmental course on a pass/fail basis.

Internship Opportunities

The department offers two internship course opportunities to qualified juniors or seniors: PSYCH 430 (Internship in Psychology) and PSYCH 479 (Field Course in Early Child Development). The former focuses on clinical settings while the latter requires research with young children in nurseries and day care centers.

Transfer Credit Policy

Transfer of courses from other universities for credit toward a psychology major must be approved by the Department of Psychology. No more than four (4) courses may be transferred from elsewhere and count toward the psychology major; no more than three (3) psychology courses and three (3) sociology courses may be transferred toward the joint major in psychology and sociology; and no more than three (3) for the minor.

Courses

PSYCH 140G
Measuring Intelligence
For a complete description of this course, see "First-year and Intermediate Seminars" section of this publication.

PSYCH 100
Introductory Psychology
A general survey of selected content areas in psychology, including personality and human development, physiological psychology, learning, intelligence, heredity and environment, and motivation and emotion. Please note: Students who have already earned credits for PSYCH 101 may not register for this course.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits
Ms Adams, Ms Conrad, Ms Smith

PSYCH 101
Introductory Psychology
A general survey of selected content areas in psychology, including personality and human development; physiological psychology; learning; intelligence; heredity and environment; and motivation and emotion. In addition, separately scheduled discussion sessions provide students with the opportunity to work concretely with constructs and methods as they apply to specific problem areas. Please note: Students who have already earned credits for PSYCH 100 may not register for this course.
Distribution Area: Social and Behavioral Sciences (SB).
4 Lect Hrs, 4 credits
Ms Adams, Ms Conrad, Ms Smith

PSYCH 105
Biological Foundations in Psychology
This courses provides the basic background in physiology, evolution, genetics, and heredity essential to understanding the content of most required courses in the psychology major. It serves as a foundation for understanding physiological, genetic, developmental, and evolutionary influences on behavior. The course targets students whose prior course work has not given them such requisite biological knowledge.
Prerequisite: PSYCH 101.
3 Lect Hrs, 3 Credits
Ms Moore

PSYCH 201
Introduction to Behavioral Research
An introduction to the ways of discovering, describing and making warranted assertions about aspects of people and social life. The chief objectives are 1) to help students develop the skills and knowledge necessary to become intelligent critics of research in the behavioral and social sciences, and 2) to give them a rudimentary understanding of the design and evaluation of scientific research. Statistical material is treated in a conceptual manner. Classroom work and course examinations concentrate equally on research design and research evaluation.
Prerequisite: PSYCH 100 or 101.
3 Lect Hrs, 3 Credits
Mr Nestor

PSYCH 234
Psychology of Cross-cultural Relations
This course examines the nature and dynamics of inter-group relations within a multicultural context, studying relations among diverse cultures and racial groups in the United States and globally. The course looks at cross-cultural relations from an interdisciplinary perspective, discussing psychological and sociopolitical perspectives.
Prerequisite: PSYCH 100 or 101.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Suyemoto

PSYCH 235
Psychology and the Afro-American Experience
This course is an examination of theory and research, primarily by psychologists, that bears on the Afro-American experience. The course focuses on the psychological literature, but also draws upon other social science disciplines, case studies, and relevant works of fiction. Major topics of the course are the black family and child development, black identity and personality, black activism, and the dynamics of individual and institutional racism.
Prerequisite: PSYCH 100 or 101.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Staff

PSYCH 236
The Psychology of Women
Psychological theories about women from Freud to the present are examined with emphasis placed on biological and sociocultural perspectives as they have influenced the development of a psychology of women. Special attention is paid to the develop-

Department of Psychology

mental process and the unique issues and concerns of the female infant, child, adolescent, young adult, and older woman.
Prerequisite: PSYCH 100 or 101.
Diversity Area: United States.
Ms Suyemoto, Ms Rhodes

PSYCH 238L (ASAMST 238L)
Asian American Psychology
This course is an introduction to the psychological experience of Asian Americans, including the historical, sociopolitical, and cultural influences that shape personality and mental health in community, family, and individual contexts. The course also explores prevention and intervention possibilities through specific examples, such as trauma and intergenerational conflict, that are relevant for Asian American populations.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits
Ms Suyemoto

PSYCH 270
Statistics
The applied study of the scientific method in the behavioral sciences. Fundamental statistical concepts and techniques are surveyed and used, with primary emphasis on the logic underlying the use of descriptive and inferential tools in scientific inquiry. Topics include parametric and non-parametric statistics, e.g., correlation and analysis of variance.
Prerequisites: PSYCH 100 or 101 and MATH 114Q.
Distribution Area: Mathematics (MT).
3 Lect Hrs, 3 Credits
Ms Wainwright

PSYCH 271L (CS 271L)
Introduction to Cognitive Science
Cognitive science is an interdisciplinary field fundamentally concerned with furthering our understanding of the development, underlying processes, and implementation of language, perception, problem-solving, learning, memory, and other intelligent capacities. This course offers an introduction to this science for all levels of undergraduate majors in psychology, computer science, biology, and other related fields.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits
Mr Blaser, Ms Kaldy, Mr Pomplun

PSYCH 290
Special Topics in Psychology
This course is conducted by various members of the faculty with special attention to their fields of scholarly interests. Topics vary by semester.
Prerequisite: PSYCH 100 or 101.
3 Lect Hrs, 3 Credits

PSYCH 300
Personality
Conceptions of human nature are examined in light of various theories of personality. This course focuses on the theories of Freud, Adler, Sullivan, Erikson, Kelly, Ego psychologists, and other theorists presenting the behavioristic and humanistic perspectives. Among the topics to be addressed are personality structure and its development; stress and coping; neurotic styles; and human motives and their measurement.
Prerequisite: PSYCH 100 or 101.
3 Lect Hrs, 3 Credits
Mr Lisak, Mr Perez, Ms Roemer

PSYCH 301
Psychological Testing
An examination of the assessment process and the methods (tests, interviews observations) used in it. Emphasis on the standards of validity for tests and procedures and on proper test use. Introduction to some major psychological tests.
Prerequisite: PSYCH 270 and PSYCH 300.
3 Lect Hrs, 3 Credits
Ms Roemer

PSYCH 302
Human Motives and Emotions
An examination of major issues in the area of human motives and emotions. Theoretical analyses from the early theories of James, Dewey, Freud and Watson to contemporary studies employing the evolutionary behaviorist and cognitive perspectives. Topics include the relationship among motives, emotions and personality, and the rationality of the emotions.
Prerequisite: PSYCH 300.
3 Lect Hrs, 3 Credits
Ms Conrad, Ms Roemer

PSYCH 315
Abnormal Psychology
This course examines the range of common psychological disorders, their characteristic symptoms, possible causes, and treatment. It takes a critical scientific approach to the criteria used to define psychological abnormality, the theories used to explain it, and the therapies used to treat it. Etiology, dynamics and treatment of psychopathology.
Prerequisite: PSYCH 100 or 101.
3 Lect Hrs, 3 Credits
Ms Liem, Mr Nestor, Mr Perez

PSYCH 330
Social Psychology
A scientific attempt to understand and explain how the thought, feeling, and behavior of individuals are influenced by the actual, imagined, or implied presence of others; focuses on the drama of social interaction.
Prerequisite: PSYCH 100 or 101.
3 Lect Hrs, 3 Credits
Ms Conrad, Mr Milburn, Mr Sadr

PSYCH 333
Group Dynamics
An examination of small group behavior from a theoretical and empirical perspective. The group is viewed as a system functioning in a number of environments—physical, personal, social, and task. Each of these interrelated environments influences various aspects of group process. Thus leadership, power, conformity, status, goals, and others are considered as interrelated processes of social interaction.
Prerequisite: PSYCH 330.
3 Lect Hrs, 3 Credits
Ms Conrad, Ms Liem

PSYCH 335
Social Attitudes and Public Opinion
This course examines the nature of attitudes, beliefs, and values, and the influences which individuals' attitudes have upon their behavior. Various theories of attitude organization and attitude change are discussed, and the development of social attitudes is explored by examining the differential impact of the family, the educational system, the mass media, and the general social environment. The changing content of public opinion over time and its relationship to the political system are also discussed.
Prerequisite: PSYCH 330.
3 Lect Hrs, 3 Credits
Ms Conrad, Mr Milburn

PSYCH 337
Communication and Society
This course explores interpersonal interaction and the functional and dysfunctional ways in which communication occurs. Participants examine non-verbal communication, including paralanguage, spacing, and gestures. Additionally, they acquire experience using the Internet, for research purposes as well as for on-line commu-

Department of Psychology

nication with other course participants. Discussions also focus on various aspects of the mass media.
Prerequisite: PSYCH 330.
3 Lect Hrs, 3 Credits
Mr Milburn

PSYCH 338
Community Psychology
Contributions of psychology to the understanding of human communities. Community mental health, ecological, and social structural approaches to community psychology are examined.
Prerequisite: PSYCH 330.
3 Lect Hrs, 3 Credits
Ms Liem, Ms Rhodes, Ms Suyemoto

PSYCH 339
The Psychology of Law
This course provides a basic understanding of the interaction between law and psychology, including developmental, social and clinical psychology. Topics include rules of evidence, statistics in the court, child witnesses, eyewitness testimony, recovered memory, criminal investigatory practices, competence to stand trial, and constitutional rights of search and seizure.
Prerequisites: PSYCH 315 and PSYCH 270.
3 Lect Hrs, 3 Credits
Mr Nestor

PSYCH 341
Infancy and Childhood Development
This course explores human development from infancy to middle childhood, i.e., from childbirth to ages seven or eight. Major emphasis is given to early perceptual, cognitive, social and affective development bearing the following questions in mind: How does the world of space and objects appear to the infant? How does he or she acquire knowledge and discover reality? How does the child experience the world of people and develop a sense of self? How does the child develop attachments to others and what role is played by the significant people in his or her life?
Prerequisite: PSYCH 100 or 101.
3 Lect Hrs, 3 Credits
Ms Carter, Ms Eisenhower, Ms Kaldy, Ms Wainwright

PSYCH 342
Adolescence
This course is designed to acquaint students with psychological characteristics of adolescent development, theoretical approaches to adolescence, and experimental studies of the causes of a variety of behaviors during adolescence. The course also focuses upon major problems and characteristics of adolescents in modern society.
Prerequisite: PSYCH 100 or 101.
3 Lect Hrs, 3 Credits
Ms Rhodes, Ms Shapiro

PSYCH 343
The Psychology of Adult Development and Human Aging
A developmental approach to human integrity and functioning in the second half of the life span. Stereotyped ideas about the aging process are critically reviewed. Newer approaches to facilitating psychological well-being in the latter years of life are given special attention.
Prerequisite: PSYCH 100 or 101.
3 Lect Hrs, 3 Credits
Staff

PSYCH 344
Personality Development
This course examines basic issues in the development of personality, which is distinguished from cognitive and intellectual development. Each topic covers a central developmental issue characterizing a specific age and having critical implications for overall development. Topics include temperament and personality development, separation and autonomy, competence and achievement, the development of the self and self-concept, and adult development. Emphasis is on primary source material used in research reports.
Prerequisites: PSYCH 200, and 341 or 342; or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Lisak, Ms Roemer

PSYCH 345
Moral Development
This course examines different research areas and different theoretical views concerning the development of moral attitudes and behavior. The first and most central area of study concerns moral understanding and the development of judgments about morality. Other important issues discussed are the development of moral feelings, especially empathy and guilt; the connections between judgments, feelings, and action, including the development of self control; and social and family antecedents of moral development.
Prerequisite: PSYCH 341 or 342.
3 Lect Hrs, 3 Credits
Staff

PSYCH 346
Language Development
This course focuses on various theoretical approaches to the development of language. Pragmatic, semantic, and syntactic aspects of language acquisition are studied in depth. The role of language-specific, cognitive, and social factors in the process of acquisition are considered, with reference to both normal and disordered populations.
Prerequisites: PSYCH 341 or 356; or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Smith

PSYCH 350
Learning and Memory
An introduction to current views of behavioral change, learning, and remembering. The course focuses on concepts, theoretical issues and applications of current research.
Prerequisite: PSYCH 100 or 101.
3 Lect Hrs, 3 Credits
Staff

PSYCH 355
Perception
The traditional problems of perception, with focus on the changing theoretical perspectives within which these problems are viewed. Evolution in theory from early elementalistic approaches to the more current concern with perception-personality relationships.
Prerequisite: PSYCH 100 or 101.
3 Lect Hrs, 3 Credits
Mr Blaser

PSYCH 356
The Psychology of Language and Thought
Behavioral and physiological approaches to the processes underlying language and thought, and to the relationships between them.
Prerequisite: PSYCH 350 or 355.
3 Lect Hrs, 3 Credits
Ms Smith

PSYCH 360
Behavioral Neuroscience
An overview of the field of neuroscience. Selected topics are neuroanatomy, brain physiology, communication in the central nervous system, immunology, and psychopharmacology. This course also includes a critical discussion of various research techniques. One goal for students is to develop critical thinking skills, as consumers of scientific information.
Prerequisites: PSYCH 100 or 101, and either PSYCH 105 or a college-level biology course or its equivalent.
3 Lect Hrs, 3 Credits
Ms Adams, Ms Donaldson, Ms Zup

Department of Psychology

PSYCH 361
The Brain and Behavior
An in-depth consideration of the neural mechanisms mediating reinforcement (reward and punishment), motivation (hunger and sex), attention, and learning.
Prerequisite: PSYCH 360.
3 Lect Hrs, 3 Credits
Ms Donaldson, Ms Moore, Mr Nestor

PSYCH 403
Gender, Culture, and Health
This course studies of health throughout the life span, using theory, research, and practice models emerging in health psychology, community-based public health, and work addressing gender and racial disparities in health and mental health. Through individualized journals and final projects, students will study interventions mobilizing individual, family, and social resources preventing illness and promoting health in diverse settings.
Prerequisite: Any 300-level course in psychology, or permission of instructor.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Shapiro

PSYCH 415
Psychological Trauma: Individual and Society
This course explores the theory, research, and phenomenology of response to such traumatic events as combat, rape, and concentration camp survival. It examines normative psychological processes, common symptom picture, and the developmental, sociocultural, and personality factors that influence response. Discussions also focus on present and past controversies within the research, and on the personal, social, and professional implications of the material.
Prerequisite: PSYCH 315.
3 Lect Hrs, 3 Credits
Mr Lisak, Ms Roemer

PSYCH 420
Principles of Psychotherapy
Psychotherapy is defined and a number of existing systems of psychotherapy are studied and compared through close reading of cases reported in the literature by the originators of each system.
Prerequisites: PSYCH 300 and 315.
3 Lect Hrs, 3 Credits
Ms Shapiro, Ms Suyemoto

PSYCH 430
Internship in Psychology
An internship course to give students the opportunity of combining human service or research in an area of psychology with a weekly seminar where they can reflect on their field experiences. As part of the seminar, students are expected to attend its weekly meetings and to complete readings and a written term project relevant to their field experience as worked out in consultation with the faculty coordinator.
Prerequisites: PSYCH 101, and 201 or 270; three additional psychology courses, including one upper level course; and permission of the instructor.
3 Lect Hrs, 15-20 Field Hours, 6 Credits
Ms Shapiro and Ms Kogan

PSYCH 434
Social Perception
Research in social perception seeks to discover how one attends to, thinks about, and understands others and oneself. Social perception entails observing behavior and forming impressions of character, ability, mood, and intentions. This course examines these processes, primarily through consideration of advanced texts and original research reports.
Prerequisite: PSYCH 330.
3 Lect Hrs, 3 Credits
Mr Sadr

PSYCH 436
Religion, Spirituality, and Health
Students in this course will critically evaluate the empirical evidence and methodological issues in a growing body of research that links religion and spirituality to various mental health outcomes across the lifespan, including: coping with cancer and HIV/AIDS; mental illness, including anxiety, depression, and schizophrenia; alcohol and drug use; and mortality. Students also will explore the effects of Western and Eastern religious and spiritual practices intended to promote physical and mental well-being.
Prerequisites: PSYCH 100 or 101, PSYCH 201 or NURSNG 320 or SOCIOL/CRMJUS 351L, and PSYCH 315.
3 Lect Hrs, 3 Credits
Mr Perez

PSYCH 441
The Family and the Child: A Psychological View
The role of the family in the psychological development of the child. A psychodynamic view of the family, examining stages of development from the third trimester of pregnancy to sixteen years of age.
Prerequisite: PSYCH 341.
3 Lect Hrs, 3 Credits
Ms Carter, Ms Shapiro

PSYCH 442
Psychology Internship: Field Placement in Early Child Development
This course is a field laboratory course fulfilling two distinct functions: (a) it exposes the student to children in a naturalistic setting (e.g., day care center or elementary school); (b) it exposes the student to research methods typically used by developmental psychologists. Students collect data from placements, analyze them, and submit a written report on their work.
Prerequisites: PSYCH 201 and PSYCH 341, and permission of instructor.
3 Lect Hrs, 15-20 Field hours, 6 Credits
Ms Eisenhower, Ms Wainwright

PSYCH 447
Cognitive Development
This course explores the general question of how thinking develops. Particular emphasis is placed on understanding the development of thinking in childhood and on identifying those aspects of children's approaches to conceptualizing, theorizing, and remembering which are changing during this time. Some attention is also given to understanding possible mechanisms of cognitive change.
Prerequisite: PSYCH 341 or 342 or 350.
3 Lect Hrs, 3 Credits
Ms Smith, Ms Wainwright

PSYCH 449
Developmental Disorders
This course examines the underlying causes of developmental changes in the brain and behavior that result in childhood neurobehavioral disorders. Attention is given to the neuropsychological outcome of premature infants, infants with genetic/chromosomal disorders (such as Down syndrome, or fragile X syndrome), and infants with problems resulting from environmental exposures (drugs, chemicals, and maternal illnesses).
Prerequisites: PSYCH 341 and 360.
3 Lect Hrs, 3 Credits
Ms Adams, Ms Eisenhower

PSYCH 450
Cognitive Psychology
An exploration of how human beings develop strategies for obtaining information from their environment, and how this information is organized, stored, and retrieved for later use.
Prerequisite: PSYCH 350 or 355.
3 Lect Hrs, 3 Credits
Mr Blaser, Ms Smith

Department of Psychology

PSYCH 455
Visual Perception
Students are immersed in an intensive literature review of the classic, influential studies of visual perception (Did you know: There are "face detector" neurons? Blind individuals who see unconsciously? Individuals who see colors when viewing numbers?), comprising both physiological and psychophysical approaches. This seminar-style course furthers students' ability to critically read scientific articles, and prepares them to write their own.
Prerequisites: PSYCH 100, 201, 355, and 270; or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Blaser

PSYCH 460
The Neuropsychology of Higher Cognitive Processes
The neural basis of higher cognitive functions, such as perception, language, and memory, including a consideration of human brain damage and psychological tests used to assess such damage.
Prerequisite: PSYCH 360.
3 Lect Hrs, 3 Credits
Mr Nestor

PSYCH 461
Neurotoxicology
Neurotoxicology examines the effects of toxic substances in the environment upon nervous system functioning. The course explores the actions of toxicants on adult functioning as well as on the development of the nervous system and behavior. Principles of toxicology, cellular and molecular mechanisms of action, and federal regulations are examined to provide foundational knowledge of the major classes of neurotoxicants. The course covers important air, water, and food contaminants such as heavy metals (lead and mercury), chlorinated hydrocarbons (dioxin, PCBs), pesticides, organic solvents, plastics, foodborne pathogens and additives. These agents are discussed with respect to acute and long-lasting adverse effects following exposure to the adult, the child, and the fetus.
Prerequisites: PSYCH 360, BIOL 210, or BIOL 316; or permission of the instructor.
3 Lect Hrs, 3 Credits
Ms Adams

PSYCH 462
Psychopharmacology
A survey of the background and history of psychoactive drugs, their current uses as research and therapeutic tools, and the difficulties in appraising their effects. Particular attention is given to the effects of drugs on the development of new fields of inquiry such as neuropsychopharmacology and influences on older fields such as biological psychiatry, etc.
Prerequisite: PSYCH 360, or equivalent.
3 Lect Hrs, 3 Credits
Ms Adams, Ms Donaldson

PSYCH 463
Substance Abuse and the Brain
This course examines commonly abused substances and their psychobiological effects. Accordingly, it surveys a variety of "street drugs"—from crack/cocaine marijuana, oxycodone "E" to inhalants—focusing on the interaction with the brain reward and stress systems. Also explored are gender/age interactions as they relate to propensity to "try" and abuse drugs, especially during adolescent years.
Prerequisite: PSYCH 360.
3 Lect Hrs, 3 Credits
Ms Donaldson

PSYCH 465
The Psychobiology of Development
Problems in behavioral development are explored from an evolutionary perspective. A major emphasis of the course is on the formulation of general principles of development applicable to a wide variety of species. A second emphasis is on interpreting the relation of the animal literature to an understanding of human development. Specific topics are drawn from naturalistic studies of animal and human development and from studies exploring the relation between biology and behavioral development.
Prerequisites: PSYCH 341 and 360; or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Moore

PSYCH 466
Hormones and Behavior
This course studies relationships between behavior and the neuroendocrine system studied in diverse behavioral systems of animals, including humans. Participants acquire an understanding of the complex interactions between hormones and behavior; study endocrine bases of sex differences, reproduction, affiliation, aggression, homeostasis, biorhythms, and other behavioral systems; explore clinical implications; and learn to read, evaluate, and discuss original research findings.
Prerequisite: PSYCH 360 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Moore, Ms Zup

PSYCH 467
Evolution and Behavior
Comparative biological study of the behavior of humans and other animal species. Neural, endocrine, genetic, and developmental mechanisms of behavior are examined within an evolutionary framework.
Prerequisite: PSYCH 360 or BIOL 111-112.
3 Lect Hrs, 3 Credits
Ms Moore

PSYCH 470
History, Systems, and Theories of Psychology
This course explores the theoretical and methodological problems of contemporary psychology—especially clinical psychology—in historical perspective. It provides a broad overview of the development of psychology as an independent discipline and of the various sub-specialties in the field; and it evaluates the significance of new movements and methods by examining intellectual antecedents and underlying assumptions.
Prerequisite: Junior or senior status.
Ms Conrad and Staff
3 Lect Hrs, 3 Credits

PSYCH 475
Experimental Methods: Learning and Perception
The course is focused on the use of laboratory methods and research design in the traditional areas of experimental psychology (e.g., perception, learning, problem solving). Students design experiments, collect and analyze data and report their findings. The objectives of the course are to help students develop knowledge of the logic and techniques of experimentation, along with the skills required to use this knowledge.
Prerequisites: PSYCH 201 and PSYCH 350 or 355.
1 Lect Hr, 4 Lab Hrs, 3 Credits
Mr Blaser, Ms Kaldy

PSYCH 476
Experimental Methods: Physiological
Lab research on selected topics in physiological psychology, including hormonal influences, brain-behavior relationships, and mechanisms of reward and punishment. Emphasis is on the acquisition of research skills through the use of surgical, histological and statistical techniques in investigations mainly derived from computer-simulated data bases.
Prerequisite: PSYCH 201, PSYCH 360 or BIOL 111 or 112.
1 Lect Hr, 4 Lab Hrs, 3 Credits
Ms Donaldson, Ms Wainwright, Ms Zup

Department of Psychology

PSYCH 477
Experimental Methods: Social
The general purpose of the course is to introduce the students to experimental research methods in social psychology. Class activities include examination of the relevant literature, participation in pre-designed studies, and the formulation, carrying out, and analysis of an original research project. The student has an opportunity to become familiar with the use of laboratory equipment such as audio and video recorders.
Prerequisite: PSYCH 201 and 330.
1 Lect Hr, 4 Lab Hrs, 3 Credits
Mr Milburn

PSYCH 478
Experimental Methods: Personality and Abnormal Psychology
This course immerses students in research literature in personality and abnormal psychology and prepares students to conduct their own empirical research. Students learn how to read and critique research articles, use databases for literature searches, write a literature review, design a research project, analyze data using a statistical package, and write a paper in the form of a journal article.
Prerequisites: PSYCH 201, PSYCH 270, and PSYCH 300 or 315.
2 Lect Hrs, 2 Lab Hrs, 3 Credits
Ms Carter

PSYCH 486
Research Apprenticeship in Psychology
This course is designed to provide undergraduate majors in psychology with opportunities to participate in empirical research under the direction of a full-time faculty member. Students may be involved in all aspects of research including review of the literature, selection of tasks and measures, preparation of experimental protocols, data collection, coding and analysis. This course is open only to psychology majors.
Prerequisites: PSYCH 100 or PSYCH 101, and PSYCH 201 or 270, plus 3 additional psychology courses; and permission of instructor.
Hrs by arrangement, 3 Credits

PSYCH 488, 489
Directed Study in Psychology
Independent work on special problems or in certain fields of psychological interest. Students must make arrangements with individual instructors and have projects approved by the department.
Prerequisites: At least 2 300-level psychology courses, and permission of instructor.
Hrs by arrangement, 1-4 Credits

PSYCH 490
Special Topics in Psychology
Conducted by various members of the faculty with special attention in their fields of scholarly interest. Topics vary by semester.
Prerequisites vary.
3 Lect Hrs, 3 Credits

PSYCH 496, 497
Honors Research
Independent study; the research, writing and defense of thesis.
Prerequisite: Permission of Psychology Honors Committee.
Hrs by arrangement, 3 Credits

PSYCH 498
Senior Honors Seminar I
An intensive program of directed research combined with weekly discussion.
Prerequisite: Permission of Psychology Honors Committee.
3 Lect Hrs, 3 Credits

PSYCH 499
Senior Honors Seminar II
An intensive program of directed research combined with weekly discussion.
Prerequisite: PSYCH 498.
3 Lect Hrs, 3 Credits

Graduate Courses

Some graduate-level courses in psychology are open to undergraduates. Please contact the department office for further information.

PROGRAM IN SCIENCE, TECHNOLOGY, AND VALUES

Director
Professor Peter Taylor

The Program
Science and technology are increasingly important sources of change in the world. The Program in Science, Technology, and Values offers students the opportunity to examine historical, socio-political, cultural, philosophical, and ethical dimensions of science and technology. It encourages both science and non-science students to analyze, in a focused way, the impact of science and technology on other social institutions and the impact of those institutions on science and technology.

In addition to an undergraduate program of study, the program promotes a set of graduate offerings, runs the Intercollege Faculty Seminar in Humanities and Sciences, and sponsors the annual New England Workshop on Science and Social Change.

Requirements
Students who declare a program of study in Science, Technology and Values complete a group of science and/or mathematics courses, and a group of courses focusing on science, technology, and values. For matriculated students, successful completion of the program is recorded on official university transcripts when they have met all graduation requirements.

I. The science/math component

Students must complete four science or mathematics courses, at least one of which must include a laboratory component. This can be accomplished by completing the natural science/ mathematics distribution requirement or a science/math major for students seeking a B.S., or by taking one course in addition to the distribution requirement for students seeking a B.A.

Courses which count as science/mathematics courses for the purposes of this science/math sequence include any courses in biology, chemistry, physics, earth and geographic sciences, environmental, coastal and ocean sciences, mathematics, and computer science at the 130 level and above. The following courses also count: PSYCH 260, 270, 439, 466, 469, and 475; ANTH 105, 212, 241, and 316.

II. The science, technology, and values component

Six courses are required. At least three of the six courses must be taken at the 300 level or above. Students may transfer in up to three of these courses and may take one course of the six on a pass/fail basis. The following is a list of qualifying courses as of 4/30/2009. Consult www.stv.umb.edu for updates to this list.

Area 1: Philosophy and Values (at least two courses must be taken from this list)

- PHIL 220 (Environmental Ethics)
- PHIL 222 (Moral Issues in Medicine)
- PHIL 307 (Technology and Values)
- PHIL 346 (Philosophy of Science)
- PHIL 481 (Advanced Philosophy of Science)

Area 2: History and Politics (at least two courses must be taken from this list)

- CHEM 476 (Historical and Philosophical Background of Selected Chemical Theories)
- ENVSTY 246L (Environmental History)
- ENVSTY/POLSCI 250L (Environmental Policymaking)
- EEOS 355 (Historic Environments)
- HONORS 252 (Number in Nature and Culture)
- POLSCI 348 (Science and Public Policy)
- POLSCI 367 (Politics by Internet)
- POLSCI 370 (Darwinian Revolution)

Area 3: Electives in other fields of science and technology studies

- ANTH 357 (Culture, Disease, and Healing)
- ANTH 358 (Comparative Health Care Systems)
- ART 230 (Architecture, Design and Society)
- COMSTU 250 (Analyzing Media)
- COMSTU 300 (Information Technology and Human Communication)
- ECON 345 (Natural Resource Economics and Sustainable Development)
- ECON 349 (Economic Approaches to Environmental Problems)
- ENGL 184G (Technology and the Soul)
- ENGL 186G (Gender and Science Fiction)
- ENGL 187G (Examining Consciousness)
- ENGL 334 (Science Fiction)
- ENGL 379 (Literature and the Environment)
- ENVSTY 364 (Environmental Justice)
- ENVSTY 401 (Environmental Problem Analysis and Policy Formulation)
- INTR-D 126 (Science for Humane Survival)
- MATH 370 (History of Mathematics)
- PHIL 265 (Sanity and Madness)
- POLSCI 377 (Politics of Energy)
- POLSCI 377C (Global Water Policy)
- SOCIOL 384 (Sociology of Health, Illness, and Health Care)
- SOCIOL 386 (The Sociology of Mental Health and Illness)
- SOCIOL 440 (Sociology of Knowledge and Ignorance)
- WOST 210G (Gender and the Body)
- WOST 260 (Women's Health Care)

In addition, students may take suitable special topics Honors 290 courses with permission of the STV instructor. Qualified advanced undergraduates may choose, with the permission of the instructor, the following graduate courses:

Area 1 or 3

- CRCRTH 619 (Biomedical Ethics)

Area 2 or 3

- CRCRTH 640 (Environment, Science and Society: Critical Thinking)
- CRCRTH 645 (Biology in Society: Critical Thinking)
- ECOS 697 (Risk Analysis in Environmental Health)

Area 3

- CRCRTH 611 (Seminar in Critical Thinking)
- CRCRTH 652 (Children and Science)
- ENGL 600 (Eco-criticism)
- ENGL 663 (The End of the World)

For information about CRCRTH courses, see the "Critical and Creative Thinking" section of the university's graduate bulletin or www.cct.umb.edu.

Information and Advising
Current information about course offerings, faculty, and activities of the program can be viewed at www.stv.umb.edu. The director and members of the advisory board will advise students how to meet the requirements of the program through the selection of a coherent, focused group of courses. Students interested in the program may contact Professor Taylor in the Graduate College of Education or any of the advisors listed on the website.

DEPARTMENT OF SOCIOLOGY

Faculty

Susan Gore, Professor and Chair; Professors Robert Dentler (Emeritus), Estelle Disch, Gerald Garrett (Emeritus), Calvin Larson (Emeritus), Siamak Movahedi, Richard Robbins (Emeritus), Russell Schutt, Sharon Stichter (Emeritus); Associate Professors Paul Benson, Jorge Capetillo-Ponce, Xiogang Deng, Stephanie Hartwell, Glenn Jacobs; Assistant Professors Keith Bentele, Milton Butts Jr., Laura Hansen, Philip Kretsedemas, Andrea Leverentz, Melissa Morabito, Mohammed Tamdgidi, Reef Youngreen; Lecturers: Anna Beckwith, Jennifer Brown, Charles Drebing, William Fisher, Robin Gomolin, Melanie Joy, Gerard Horgan, Reza Kefayati, Jackie Lageson, Mary Anne Marusich-Smith, Bernard Michels, Emmett Schaefer, Edward M Stern, Joanne M Struzziery, Robin Tyler, Gerald Walsh

The Department

Sociology is the scientific study of society and social relations. Sociologists study individuals in group contexts, ranging from couple relationships to organizations, cities, and nations. They examine patterns of social class and inequality, processes of socialization, the dynamics of inter-group relations, the criminal justice system, the origin of social problems and the effectiveness of social programs. They describe and analyze variations in income, occupation and education; ethnicity, race and culture; family and kinship; power and authority; crime and illness. Sociologists use a range of research methods to gather information about people, groups, and social institutions. Students of sociology learn how to conduct surveys, design experiments, and observe social life. They study social theories and how they can be used to understand social behavior at different times and in different places. Many courses offer opportunities to apply sociological theories and methods to practical problems and in real world settings.

The Sociology Major

For a major in sociology, the department requires a total of 30 semester hours; at least half of major courses (15 credits) must be earned in courses at the 300 level or higher. Four courses are mandatory for the major: SOCIOL 101 (Introduction to Sociology), 341 (Elements of Sociological Theory), 351L (Methods of Sociological Research) and a Senior Experience (Capstone) course which may be one of the following: SOCIOL 460, SOCIOL/CRMJUS 461L, SOCIOL/CRMJUS 462L, SOCIOL 469, SOCIOL 470, SOCIOL 472, SOCIOL 478 or SOCIOL 479. The department encourages completion of SOCIOL/CRMJUS 351L by the start of the junior year.

Junior or senior standing is recommended for all 300- or 400-level courses. A maximum of no more than 6 credits of sociology internship courses or 3 credits of directed study in sociology may be counted toward the major.

The Sociology Minor

The minor in sociology consists of 18 credits. The following courses are required:

SOCIOL 101 Introduction to Sociology

SOCIOL 341 Elements of Sociological Theory

SOCIOL/CRMJUS 351L Methods of Sociological Research

OR, if you are a criminal justice major, since 351L may not double-count: SOCIOL 350 Elements of Social Statistics or SOCIOL/CRMJUS 352L Criminological Statistics and Data Analysis

9 elective credits in SOCIOL or SOCIOL/CRMJUS courses

Pass/Fail Option. One course within the minor may be taken pass/fail and it may not be SOCIOL 341 or SOCIOL 351L.

Maximum Number of 100-Level Courses. No more than two 100-level courses (6 credits) may count toward the minor, one of which must be the required SOCIOL 101.

Transfer Courses. A maximum of 3 courses (9 credits) may be transferred from other institutions. Once you declare your sociology minor at UMass Boston, sociology courses taken elsewhere need prior approval from the department chair or the associate chair and the Registrar.

Major and Minor in this Department. If you are majoring in criminal justice, you may double-count only SOCIOL 101 (3 credits) between your criminal justice major and your sociology minor. This means that you will need to take 15 credits of sociology courses that you are not counting as part of your major.

Pass/Fail Policy

One course applied toward the sociology major or minor may be taken on a pass/fail basis, but it may not be SOCIOL 341 (Elements of Sociological Theory), SOCIOL 350 (Social Statistics), SOCIOL 351L (Methods of Sociological Research), or any course taken to meet the Senior Experience requirement.

The Joint Major in Psychology and Sociology (Social Psychology)

The Psychology and Sociology Departments offer a joint major emphasizing the theories, methods, and applications of social psychology, and the nature of social psychology as a subfield of both departments and a bridge between them. Students who elect this joint major complete a complementary sequence of psychology and sociology courses, and also have access to advising and counseling from both departments.

The course sequence for the joint major in psychology and sociology includes a minimum of 12 courses as follows:

- PSYCH 100 or 101 (Introductory Psychology)
- SOCIOL 101 (Introduction to Sociology)
- PSYCH 330 (Social Psychology) or SOCIOL 281 (Society and the Individual)
- SOCIOL 341 (Sociological Theory)
- SOCIOL 351L (Research Methods)
- PSYCH 201 or PSYCH 270 or SOCIOL 350 (Statistics)

One course from the following list:

- PSYCH 350 (Learning and Memory)
- PSYCH 355 (Perception)
- PSYCH 360 (Behavioral Neuroscience)

One course from the following list:

- PSYCH 300 (Personality)
- PSYCH 315 (Abnormal Psychology)
- PSYCH 341 (Infancy and Child Development)

Two from the directed list of psychology courses:

- PSYCH 415 (Psychological Trauma)
- PSYCH 333 (Group Dynamics)
- PSYCH 434 (Social Perception)
- PSYCH 335 (Social Attitudes and Public Opinion)
- PSYCH 436 (Religion, Spirituality and Health)
- PSYCH 337 (Communication and Society)
- PSYCH 338 (Community Psychology)
- PSYCH 339 (The Psychology of Law)
- PSYCH 441 (The Family and the Child: A Psychological View)
- PSYCH 430 (Internship in Psychology)
- PSYCH 477 (Experimental Methods: Social)

Department of Sociology

Two from the directed list of sociology courses:

- SOCIOL 300 (Communication and Opinion)
- SOCIOL 310 (Socialization)
- SOCIOL 316 (Family Violence in America)
- SOCIOL 342 (Aging and Society)
- SOCIOL 362 (Juvenile Delinquency)
- SOCIOL 382 (Sociology of Gender)
- SOCIOL 384 (Medical Sociology)
- SOCIOL 386 (Sociology of Mental Health and Illness)
- SOCIOL 460 (Internship in Urban Social Service)

One capstone course in either Sociology or Psychology. See Department Handbook for details.

Note: Either PSYCH 430 or SOCIOL 460, but not both, may be applied to the joint major.

Students are strongly encouraged to declare the joint major in psychology and sociology no later than the start of their junior year. Waiving or modifying any joint major requirement must be approved by both departments. Joint majors are assigned a faculty advisor from each department, and they are urged to make contact with their advisors as soon as possible. They must see an advisor in either department in order to register for courses.

Students in the joint major may pursue an honors major and are eligible for Alpha Kappa Delta, the national sociology honor society. See the "Honors" section below.

The Criminal Justice Major

I. Required Courses (30 credits)

a. Prerequisite to all criminal justice and most sociology courses (3 credits)

SOCIOL 101 Introduction to Sociology

b. Core Courses (15 credits)

CRMJUS/SOCIOL 262L Criminology

CRMJUS/SOCIOL 351L Methods of Sociological Research

CRMJUS/SOCIOL 363L Corrections

CRMJUS/SOCIOL 465L The Police in Society

CRMJUS/SOCIOL 467L Sociology of Law

c. Race/Ethnicity/Multiculturalism—Choose one (3 credits)

CRMJUS/SOCIOL 321L Race and Ethnic Relations

CRMJUS/SOCIOL 323L Race, Incarceration, and Deportation

Note: Students who take both of these may count one of them as a criminal justice elective.

d. Key Issues in Contemporary Criminal Justice—Choose one (3 credits)

CRMJUS/SOCIOL 367L Drugs and Society

CRMJUS/SOCIOL 368L Alcoholism

CRMJUS/SOCIOL 369L Alcohol/Substance Abuse Treatment and Prevention

CRMJUS/SOCIOL 386L Sociology of Mental Health and Illness

Note: Students who take more than one of these courses may count the other(s) as criminal justice elective(s).

e. Internship/Senior CapstoneChoose one (6 credits)

CRMJUS/SOCIOL 461L Internship in Law and Criminal Justice*

CRMJUS/SOCIOL 462L Internship in Law and Juvenile Justice*

** Many prerequisites apply. Please check WISER.*

II. Electives (9 credits)

SOCIOL 112G Children and Human Rights

SOCIOL 160 Social Problems

SOCIOL 183 Child Abuse (1 credit, offered in summer only)

SOCIOL 184 Battered Women (2 credits, offered in summer only)

SOCIOL 201 Youth and Society

SOCIOL 242 The Family

SOCIOL 261 Sociology of Deviance

SOCIOL 290 Environmental Justice and Human Disasters

SOCIOL 316 Family Violence in America

SOCIOL 350 Elements of Social Statistics

SOCIOL 352 Criminological Statistics and Data Analysis

SOCIOL 362 Juvenile Delinquency

SOCIOL 364 Cyber Crime and Society

SOCIOL 366 White Collar Crime

SOCIOL 472 Media and Violence

Elective(s) from among the lists of required courses above

Transfer Courses. Criminal justice students may apply up to 15 semester credits from appropriate transfer courses to major requirements provided these were earned at accredited colleges and universities and fall into appropriate categories. In no case will a course taken at the 100 or 200 level become the equivalent of a 300- or 400-level UMass Boston course. SOCIOL/CRMJUS 363L, 465L, and 467L may not ordinarily be transferred into the major. Students who have questions about transfer courses should contact the director of the Criminal Justice Program. Once you declare your criminal justice major at UMass Boston, criminal justice or sociology courses taken elsewhere need prior approval from the Criminal Justice Program director or the department chair and the Registrar.

Maximum Number of 100-Level Courses. No more than 9 credits of 100-level courses taken at UMass Boston may count toward the criminal justice major (i.e., a maximum of 9 credits from among SOCIOL 101, SOCIOL 112G, SOCIOL 160, SOCIOL 180c, and SOCIOL 180d).

Pass/Fail Option. The program allows majors to take one of its courses on a pass/fail basis, but the course may not be CRMJUS/SOCIOL 351L, 461L, or 462L.

Double Major in This Department. For students who declare a double major in criminal justice and either sociology or social psychology, the following two courses may double-count across the two majors:

SOCIOL 101 Introduction to Sociology

SOCIOL/CRMJUS 351L Methods of Sociological Research

The Minor in Criminal Justice

The criminal justice minor requires 21 credits as follows:

Two prerequisites (6 credits)

SOCIOL 101 Introduction to Sociology

CRMJUS/SOCIOL 262L Criminology

At least one of the following courses (3 credits)

CRMJUS/SOCIOL 363L Corrections

CRMJUS/SOCIOL 465L The Police in Society

CRMJUS/SOCIOL 467L Sociology of Law

Note: If you take more than one course in this category, the additional credits may count among the 9 credits of electives below.

One research methods or data analysis course from the following (3 credits)

SOCIOL 350 Elements of Social Statistics

Department of Sociology

SOCIOL 351L Methods of Sociological Research

CRMJUS/SOCIOL 352L Criminological Statistics and Data Analysis

Note: If you are a sociology or social psychology major, you will need to take SOCIOL 350 or CRMJUS/SOCIOL 352L since SOCIOL/CRMJUS 351L cannot double-count in the criminal justice minor.

Electives (9 credits)

SOCIOL 112G Children and Human Rights

SOCIOL 160 Social Problems

SOCIOL 180c Battered Women (2 credits, offered in summer only)

SOCIOL 180d Child Abuse (1 credit, offered in summer only)

SOCIOL 201 Youth and Society

SOCIOL 242 The Family

SOCIOL 261 Sociology of Deviance

SOCIOL 290 Environmental Justice and Human Disasters

SOCIOL 316 Family Violence in America

SOCIOL 362 Juvenile Delinquency

SOCIOL 364 Cyber Crime and Society

SOCIOL 366 White Collar Crime

CRMJUS/SOCIOL 367L Drugs and Society

CRMJUS/SOCIOL 368L Alcoholism

CRMJUS/SOCIOL 369L Alcohol/Substance Abuse Treatment and Prevention

CRMJUS/SOCIOL 386L Sociology of Mental Health and Illness

SOCIOL 472 Media and Violence

Elective(s) from among the lists of required courses above

Pass/Fail Option. One course within the minor may be taken pass/fail.

Maximum Number of 100-Level Courses. No more than two 100-level courses (6 credits) may count toward the minor, of which one must be SOCIOL 101. Thus, you may take a maximum of 3 credits from among the following: SOCIOL 112G (4 credits), SOCIOL 160 (3 credits), SOCIOL 183 (2 credits), and SOCIOL 184 (1credit). Note: Since 112G is a 4-credit course, only 3 credits of it may count toward the minor.

Transfer Courses. A maximum of 3 courses (9 credits) may be transferred from other institutions. SOCIOL/CRMJUS 363L, 465L, and 467L may not ordinarily be transferred into the minor. Please see the director of the Criminal Justice Program if you want to discuss transfer courses. Once you declare your criminal justice minor at UMass Boston, criminal justice or sociology courses taken elsewhere need prior approval from the Criminal Justice Program director or the department chair and the Registrar.

Major and Minor in This Department. If you are majoring in sociology or social psychology or another closely related major, you may double-count only ONE course—SOCIOL 101—between your major and the criminal justice minor. This means that you will have to take 18 credits of criminal justice minor courses that you are *not* counting as part of your major.

Directed Study (SOCIOL 478 or SOCIOL 479)

At the invitation of the department, students may take individual directed study with emphasis on independent research. Students wishing to engage in directed study must submit a proposal for departmental consideration. See guidelines in the department office.

Honors

The Department offers advanced students an opportunity to complete their major with honors. The purpose is to provide a more stimulating and in-depth undergraduate experience. It also gives students an opportunity to receive recognition for their achievements. Successful completion of the honors major is noted on the student's transcript. The requirements for the honors major involve course work, an honors paper, and an overall grade point average of 3.5 in sociology or criminal justice courses. See the department handbook for details.

Students with a 3.0 overall grade point average and a 3.0 in sociology with at least 12 credit hours in sociology courses taken at the University are eligible for admission to Alpha Kappa Delta, the international sociology honor society.

Further details about the honors major and Alpha Kappa Delta are available from the department office.

Advising

Upon declaring a major, students will select or be assigned a departmental advisor. It is the responsibility of majors to keep up to date on their progress toward completion of the major and other university requirements and to maintain contact with their advisors. All majors in this department are encouraged to discuss academic and career issues with their advisors, especially when choosing courses during the preregistration period.

Transfer Credit Policy

Courses transferred to UMass Boston prior to declaring a major in this department will be evaluated for major credit on a course-by-course basis. Once students enroll in the sociology major, the criminal justice major, or the joint major in psychology and sociology, all new sociology or criminal justice courses that students want to transfer into one of our majors must be approved by the chair of the department and the registrar before the course is taken. This is consistent with current university policy. Each major has its own maximum number of transfer credits allowed: 15 credits in the sociology major; 18 credits in the criminal justice major; and 9 credits on the sociology side of the joint major in psychology and sociology. Students doing the joint major in psychology and sociology should also work with the Psychology Department in order to assess the applicability of any transfer courses in psychology.

Internships

Internships are available in a variety of courses in the Department of Sociology, including

- SOCIOL 460 (Internship in Urban Social Service)
- SOCIOL/CRMJUS 461L (Internship in Law and Criminal Justice)
- SOCIOL 462L (Internship in Law and Juvenile Justice)

The Combined BA/MA in Applied Sociology

The Department of Sociology offers an accelerated five-year BA/MA program for eligible students interested in applied sociology. By entering this program the student can earn both a bachelor's degree—in any undergraduate field—and a master's degree in applied sociology, in less time than required for earning the two degrees separately. Students are accepted into the full-time master's degree program in their junior year, begin taking graduate courses in their senior year and complete the program in their fifth year. On completion of all requirements, students are awarded both bachelor's and master's degrees. Students who do not complete the entire program, or do not have the required GPA to be awarded an MA degree, may choose to apply appropriate earned credits toward the bachelor's degree.

Students should apply to this program when they have taken at least three

Department of Sociology

courses in sociology, but no later than the second semester of their junior year (i.e., prior to completing 90 credits). Admission to the program requires at least a 3.00 overall GPA. Admission decisions follow the same procedures and standards used to evaluate graduate applicants for the MA Program. GRE or MAT scores may be submitted, but they are not required. Completion of the program requires 104 undergraduate and 36 graduate level credits for a total of 140. Students may enroll part time and complete the program over a period longer than five years.

Students in the program may choose to complete undergraduate majors in any CLA or CSM department. All students must complete a course in statistics (SOCIOL 350 or PSYCH 270 or equivalent). Those who choose to major in sociology, the joint major in psychology and sociology, or criminal justice will complete the rest of the program's undergraduate requirements as part of their majors. Those majoring in other fields must satisfy the requirements of a minor in sociology.

The graduate-level requirements for the MA in Applied Sociology will be the same for all students regardless of undergraduate major. Complete information on these degree requirements is available in the "Applied Sociology" section of the University's graduate bulletin.

Cross-Listed Courses

Courses followed by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example, "SOCIOL 368L (CRMJUS 368L)," which is cross-listed with the Criminal Justice Major.

Courses

SOCIOL 110G
Insiders/Outsiders

SOCIOL 112G
Children and Human Rights

SOCIOL 120G
The Sociology of Popular Culture

SOCIOL 211G
Race and Power in the United States

For a complete description of these and other courses with a G suffix, see the "First-Year and Intermediate Seminars" section of this publication.

SOCIOL 101
Introduction to Sociology
The structure of society, cultural patterns, and group life. The individual and socialization, groups, institutions, social systems, and social change.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits

SOCIOL 160
Social Problems
A course concentrating on institutional formation and change. Specifically, it covers the definition and explanation of social problems, individual, group and governmental responses to them, implications of social policy, in-depth case studies, and discussion of contemporary social problems.
Prerequisite: SOCIOL 101.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits
Mr Jacobs and Staff

SOCIOL 201
Youth and Society
An examination of theories and research on youth and society. Present day patterns of youthful development are contrasted to other types—both in Western history and in other cultures. The relationship of youth to major institutions (educational, legal, occupational) are examined in detail.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits
Mr Youngreen

SOCIOL 223L
(AMST or ASAMST 223L)
Asians in the United States
This multidisciplinary course examines the social, historical, and structural contexts defining the Asian American experience from 1850 to the present. Topics include immigration, labor, community settlement, ethnicity, stereotypes, and race relations.
Distribution Area: Humanities (HU).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Kiang and Staff

SOCIOL 225L
(AMST or ASAMST 225L)
Southeast Asians in the United States
This course examines issues arising from the resettlement of one million Vietnamese, Cambodian, and Laotian refugees in the US since 1975. Topics include resettlement policies, adjustment and acculturation, changing roles of women and family, and the continuing impact of international politics. Media presentations and lectures by local Southeast Asian community leaders highlight the course.
Distribution Area: Social and Behavioral Sciences (SB).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Kiang and Staff

SOCIOL 228L
(AMST or ASAMST 228L)
Asian Women in the United States
Drawing on women's voices in literature, sociocultural research, and historical analysis, this course examines the experience of Asian women in the United States from 1850 to the present. Topics include the transformation of Asian women's traditional roles as part of the acculturation process; exclusion; changing roles within the Asian American family; resistance to oppression as defined by race, gender, class; and the continuing impact of international politics.
Prerequisites: AMST 223L or AMST 225L or permission of instructor.
Distribution Area: Social and Behavioral Sciences (SB).
Diversity Area: United States.
3 Lect Hrs, 3 Credits

SOCIOL 231
Social Class and Inequality
Social classes in traditional and industrial societies; classes, castes, and mobility. Theories of class relationships and conflicts.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits
Mr Bentele

SOCIOL 232
The Sociology of Work
Deals with a variety of social issues associated with the division of labor: the structure of occupations and their impact upon workers, sources of satisfaction in work, experiments in redesigning work, and models of workers' participation in the work place.
3 Lect Hrs, 3 Credits
Ms Hansen, Mr Schutt

SOCIOL 242
The Family
A comparative and historical analysis of family systems. Emphasis on the development and the future prospects of the nuclear family in middle-class industrial society.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits

SOCIOL 261
Social Deviance and Control
This course examines the conditions and processes underlying social conformity and

Department of Sociology

deviance. Discussion topics include social definitions of deviance, societal reactions to deviant behavior, deviant subcultures, and social control processes.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits
Mr Benson, Mr Deng, Mr Kronish, Ms Leverentz, and Staff

SOCIOL 262L (CRMJUS 262L)
Criminology
A general survey and analysis of adult crime. Attention to historical development of criminological thought, societal reaction to crime, and behavioral systems. Emphasis on theories of criminality and issues in the administration of justice by police and courts.
Prerequisite: SOCIOL 101.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits
Mr Butts, Ms Hansen, Ms Hartwell, Ms Leverentz

SOCIOL 281
Society and the Individual
Basic survey of the social environment of individuals and its impact on psychological processes.
Prerequisite: SOCIOL 101.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits
Mr Movahedi, Mr Youngreen, and Staff

SOCIOL 290
Environmental Justice and Natural Disasters
Sociologists study people and groups, and people and groups cannot be understood without attention to their context and environment. This course emphasizes the dialogue between humans and the environment, using disasters as case studies. Human and environmental problems are interwoven social constrictions. Yet there remains an artificial distinction between humans and the environment (nature and humankind) and man-made versus natural disasters. Using the framework of environmental justice, this course explores the unequal distribution of environmental risks and benefits across various socially structured hierarchies and contexts and identifies social patterns in public health and illness, population, and development, and consumption and technology.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits

SOCIOL 300
The Sociology of Media and Mass Communication
Sociological and political perspectives on mass communications.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits
Mr Movahedi

SOCIOL 310
Socialization
Theories and research on socialization from a sociological-social psychological perspective. Emphasis on socialization during childhood, and on continuities and discontinuities between child and adult socialization.
Prerequisites: SOCIOL 101, SOCIOL 281, and junior or senior standing.

SOCIOL 311
Urban Sociology
The development of the city as a complex form of the human community. History and growth of urbanism in industrial societies and developing nations. Urban change and the problem of planning.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits
Mr Jacobs, Ms Leverentz

SOCIOL 316
Family Violence
This course seeks to help participants develop a critical understanding of force and violence within the family structure. Emphasis is on violence between spouses, and between children and parents; and on the prevalence, the character, and the causes of such violence. Topics also include society's reaction to family violence, and its policies of control and treatment; and the sexual abuse and exploitation of children and women.
Prerequisite: SOCIOL 101 or permission of instructor.
3 Lect Hrs, 3 Credits

SOCIOL 321L (CRMJUS 321L)
Racial and Ethnic Relations
An examination of racial and ethnic relations in contemporary society, including the history and sociology of the immigration experience, bilingual education, the nature and character of discrimination, neighborhood change, and racial and ethnic conflict.
Prerequisite: SOCIOL 101.
Distribution Area: Social and Behavioral Sciences (SB).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Butts, Mr Capetillo-Ponce, Mr Jacobs, Mr Kretsedemas, Mr Schaefer

SOCIOL 322
Latino Boston: Immigrant Adaptation and Community Formation in an Urban Context
Concepts in the sociology of immigrant community formation are presented through the lens of the formation of Boston's Latino community. Themes include the role of immigrant networks in early community formation; the processes of social and economic incorporation of immigrants; the role of geographic concentration of urban space; the role of community organizations; and racial/ethnic identity formation.
Prerequisite: SOCIOL 311 or LATAM 301 or AMST 201.
3 Lect Hrs, 3 Credits
Ms Uriarte

SOCIOL 323L (CRMJUS 323L)
Race, Incarceration, and Deportation
Explores the causes of systemic disparities in incarceration rates for immigrant and native-born minorities.
Prerequisite: SOCIOL 101.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits
Mr Kretsedemas

SOCIOL 325
Religion and Social Change in Latin America
An examination of the sociological conditions under which religious belief has been serving as a catalyst for change-oriented movements in contemporary Latin America. Course topics, which range from the early roots of liberation theology in Brazil and Chile to the more recent participation of church people in struggles in Central America, integrate relevant social theory with recent research.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits

SOCIOL 331
The Sociology of Social Movements
Analysis of general characteristics of social movements as vehicles of social change, with a focus on selected historical social movements.
Prerequisites: SOCIOL 101 and junior or senior standing.
3 Lect Hrs, 3 Credits
Ms Beckwith, Mr Tamdgidi

Department of Sociology

SOCIOL 335
Political Sociology
An interdisciplinary study with stress on the nature of power and its distribution in society. Alternative approaches to changing and transforming power structures.
Prerequisites: SOCIOL 101 and POLSCI 122.
3 Lect Hrs, 3 Credits

SOCIOL 336
The Sociology of Education
The educational systems of various types of Western and non-Western societies and the changes in Western systems in modern history, with particular reference to the U.S. The structural features of types of American schools and colleges and the relevance of these features to the economy and to the ideologies of education.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits

SOCIOL 340
Field Work Methods
Intensive training in observational methods and readings of theoretical issues involved.
Prerequisites: SOCIOL 101 and junior or senior standing.
3 Lect Hrs, 3 Credits
Mr Benson, Mr Butts, Mr Jacobs, Ms Leverentz

SOCIOL 341
Elements of Sociological Theory
Reading and discussion of basic sociological works in theory. Relevance of earlier and contemporary sociological interests and research.
Prerequisites: SOCIOL 101 and junior standing.
3 Lect Hrs, 3 Credits
Mr Capetillo-Ponce, Mr Jacobs, Mr Tamdgidi

SOCIOL 346
The Self in Society: Studies of Autobiographies
This course uses sociological readings and a wide variety of autobiographical materials to help students make sociological sense of their own and others' lives. The course addresses how the development of identity and the development of personal empowerment are affected by discrimination. Selected readings by Goffman, Gilligan, Erikson, Mills, and others aid in the interpretation of autobiographies. Written and oral reports are used to practice the skills of listening, describing, analyzing, and interpreting.
Prerequisite: SOCIOL 101.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Tamdgidi

SOCIOL 350
Elements of Social Statistics
Fundamentals of social statistics; special emphasis on probability, tests of significance, and measures of association.
Prerequisite: SOCIOL 101 and MATH 114Q or MATH 115 or equivalent MATH level.
Distribution Area: Mathematics (MT).
3 Lect Hrs, 3 Credits
Mr Movahedi, Mr Schutt, Mr Youngreen, and Staff

SOCIOL 351L (CRMJUS 351L)
Methods of Sociological Research
Design of sociological research and methods of inquiry. Organization and analysis of data, development of research projects.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits
Mr Deng, Ms Gore, Mr Movahedi, Mr Schutt

SOCIOL 352
Criminological Statistics and Data Analysis
This course introduces students to common sources of data in criminological research and to methods of data analysis. The purpose of the course is to teach students how to analyze social scientific data, using crime and the criminal justice system as the substantive focus. In addition to basic statistical techniques, the course will introduce mapping and qualitative data analysis, and discuss their application to criminological research. Students who receive credit for SOCIOL 350 may not receive credit for this course.
Prerequisites: SOCIOL 101 and MATH 114Q or MATH 115 or equivalent MATH level.
Distribution Area: Mathematics (MT).
3 Lect Hrs, 3 Credits
Ms Leverentz

SOCIOL 355L (WOST 355L)
Gender, Development, and Globalization
This course examines the way social change and industrial development in contemporary developing societies is affecting women. Topics include the changing division of labor in rural areas, the employment of women in multinational corporations, women in the informal sector, women and population policies, changing family structures, poverty and female-headed families, and the impact of selected foreign and multilateral aid programs. The course also considers the nature of women's organizing for economic, social, and political change.
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits

SOCIOL 360
Social Policy
This course selects several important areas and issues within which to examine the development of social policy. Social policy perspectives on crime, housing, health, unemployment, and race and ethnic issues are among those considered. Central to this examination is how social problems are defined, and the implications of those definitions for the direction of social policy.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits

SOCIOL 362
Juvenile Delinquency
The nature and extent of delinquency. Consideration of theories, delinquent subculture, and programs for control and prevention.
Prerequisites: Junior standing and SOCIOL 101.
3 Lect Hrs, 3 Credits
Mr Butts

SOCIOL 363L (CRMJUS 363L)
Corrections
Prisons, jails, parole, and probation. Attention to inmate social structure, and philosophy underlying the correctional system and modern treatment approaches.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits
Ms Hansen, Ms Leverentz

SOCIOL 364
Internet, Society, and Cyber Crime
Examination of the characteristics and impact of cyber crime with a focus on implications for social control.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits
Mr Deng

SOCIOL 366
White Collar and Corporate Crime
This course will begin with a consideration of the question "what is white collar crime?" and of the organizational environments in which white-collar crime occurs. Various forms of white-collar crime will be examined and illustrated through case studies. Current theories of white collar crime will be addressed. Ethical issues, including questions of individual and corporate liability and civil vs. criminal penalties, will be reviewed and discussed.
Prerequisite: SOCIOL 101 or permission of the instructor.
Distribution Area: Social and Behavioral Sciences (SB).
Ms Hansen

Department of Sociology

SOCIOL 367L (CRMJUS 367L)
Drugs and Society
This course examines the social origins and consequences of the use and abuse of consciousness-altering substances (including alcohol). It considers how society defines and deals with drug use and assesses social harm, including such issues as addictions and health effects, drugs and crime, the legislation debate, and drug policy and enforcement.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits
Ms Hartwell, Ms Lageson, Ms Leverentz

SOCIOL 368L (CRMJUS 368L)
Alcoholism: Etiology and Epidemiology
An in-depth interdisciplinary analysis of the nature, causes and extent of alcoholism and problem drinking. Analysis of drinking patterns and drinking problems cross-culturally and among subgroups in the population such as women, prison inmates, the elderly, and homeless people.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits
Ms Hartwell, Ms Joy, Ms Marusich-Smith

SOCIOL 369
Alcoholism and Substance Abuse: Treatment and Prevention
An intensive examination of theories and research on the etiology of alcohol and other drug abuse, with special emphasis on their implications for treatment, prevention, and education programs; sociological factors influencing diagnosis and treatment outcomes; legal coercion treatment programs; behavioral, family therapy, and community reinforcement approaches; audio-visual media in alcohol and drug education. Special attention to self-help groups.
Prerequisite: SOCIOL 101, SOCIOL 368 or permission of instructor
3 Lect Hrs, 3 Credits
Ms Hartwell

SOCIOL 372
Globalization and Social Change
Social and economic aspects of development and modernization.
Prerequisite: SOCIOL 101.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Kretsedemas

SOCIOL 375L (ASAMST 375L)
Indian Cinema
This course will provide an introduction to Indian cinema and to Indian culture and society through the study of films. The Indian film industry is the largest producer of feature films in the world. In this class we will examine the films as entertainment as well as cultural narratives and commentaries on society, exploring themes such as social change, the family, and gender. The course will combine content analysis of film texts with study of the public culture of film reception.
Prerequisite: SOCIOL 101.
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Srinivas

SOCIOL 382
The Sociology of Gender
This course analyzes the sociological determinants and consequences of gender—that is, how societies assign specific expectations, advantages, and disadvantages to people on the basis of the biological fact of their sex. It examines the inequality between men and women that is a feature of the structure of many societies, as well as the social-psychological dimensions influencing individual behavior.
Prerequisite: SOCIOL 101.
Distribution Area: Social and Behavioral Sciences (SB).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Disch and Staff

SOCIOL 383L (AMST 383L)
Men's Lives in the U.S.
An investigation in the contemporary U.S. of the experiences of men and the social construction of masculinities, as they emerge in various realms of experience (family, work, college, sexuality, war, imprisonment) and in conjunction with other constructed identities (social class, race, ethnicity, sexual orientation). We will consult various theories on gender and examine a range of perspectives on "men's issues."
Perspective: Junior-level standing or the permission of the instructor.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits
Mr Schaefer

SOCIOL 384
Sociology of Health, Illness, and Health Care
The course focuses on the contribution of the social sciences to the field of medical care. This is done along two dimensions: (1) Illness and treatment are defined from a sociocultural, biological perspective; (2) sociological theories and studies are then brought to bear on the problems of definitions of illness, illness behavior and the use of medical services, the organization of medical services and the future frontiers of social science in medicine.
Prerequisites: SOCIOL 101, and one additional sociology course.
3 Lect Hrs, 3 Credits
Mr Benson, Ms Gore

SOCIOL 386
The Sociology of Mental Health and Illness
The sociological study of mental disorder and well-being in American society. The course emphasizes the study of the prevalence and the incidence of disorder, and theories of its causation. Attention is also given to family and societal reactions to the impaired, and how these responses and definitions influence legal processes, treatment, and illness severity. Social policy is discussed.
Prerequisites: SOCIOL 101, and one additional course in sociology.
3 Lect Hrs, 3 Credits
Mr Benson, Ms Gore, Mr Movahedi

SOCIOL 423L (ASAMST 423L)
Boston's Asian American Communities
This advanced research seminar examines the dynamics of ethnicity and community change in Asian American communities. Using theories of community development and methods of community research, students analyze Boston's Asian American communities as case studies of complex social systems. The course also looks at current research on immigrant acculturation, ethnic enclave economies, and the community control movement.
3 Lect Hrs, 3 Credits
Mr Kiang and Staff

SOCIOL 431
The Sociology of Religion
Belief systems and social structures of religious groups. Impact of religious systems on familial, economic, political, and other institutions.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits
Mr Capetillo-Ponce

SOCIOL 444
Cooperative Education Field Experience in Sociology
Field placements accompanied by a weekly seminar; the application of sociological concepts to field settings.
Prerequisite: 9 credit hours of sociology, at least 3 of which must be directly related to the field placement; junior or senior standing; or permission of the instructor.
3-6 Credits
Ms Disch

Department of Sociology

SOCIOL 460
Internship in Urban Social Service
This course focuses on social causes of human difficulties, the urban context, multicultural issues, treatment options, and ethics. A weekly on-campus seminar is accompanied by 12-15 hours per week in a supervised internship.
Prerequisites: SOCIOL 101, SOCIOL 341, SOCIOL/CRMJUS 351, completion of WPE, and 90 or more credits. SOCIOL and PSYSOC majors only.
Diversity Area: United States.
3 Lect Hrs, 10-12 Fieldwork Hrs, 6 Credits
Ms Struzziery

SOCIOL 461L (CRMJUS 461L)
Internship in Law and Criminal Justice
This course provides an historical and sociological analysis of our state and federal court systems, and considers such issues as the rights of indigent defendants, the bail system, right to counsel, and the adversary nature of some proceedings. In addition to classroom work, students undertake supervised field placements in probation offices, parole boards, district attorneys' offices, and correctional programs.
Prerequisites: SOCIOL 101; SOCIOL/CRMJUS 262L and 351L; completion of two of the following: SOCIOL/CRMJUS 363L, 465L, 467L; 90 or more credits; completion of WPE; and major in criminal justice or sociology, or minor in criminal justice.
3 Lect Hrs, 10-12 Fieldwork Hrs, 6 Credits
Ms Hartwell, Mr Horgan, Mr Stern

SOCIOL 462L (CRMJUS 462L)
Internship in Law and Juvenile Justice
This course provides an historical and sociological introduction to our juvenile justice system, and considers such issues as children's rights and the role of the family versus the role of various judicial institutions. In addition to classroom work, students undertake supervised field placements in juvenile courts, probation offices, and youth rehabilitation programs.
Prerequisites: SOCIOL 101; SOCIOL/CRMJUS 262L and 351L; completion of two of the following: SOCIOL/CRMJUS 363L, 465L, 467L; 90 or more credits; completion of WPE; and major in criminal justice or sociology, or minor in criminal justice.
3 Lect Hrs, 10-12 Fieldwork Hrs, 6 Credits
Mr Stern

SOCIOL 465L (CRMJUS 465L)
The Police in Society
An examination of police as a system of social control; a survey of major studies of police by sociologists and government commissions. Emphasis placed on police organization, patterns and consequences of police training, historical and cross-cultural perspectives of police systems and studies of police discretion and police-citizen interaction.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits
Ms Morabito, Mr Walsh

SOCIOL 467L/667 (CRMJUS 467L)
The Sociology of Law
A general analysis of the social origins and consequences of law and legal process; special emphasis on law as a method of conflict resolution and as a social control structure, and on law and social change. Attention also given to law in other societies, including non-literate societies, to the evolution and development of legal structures, and to patterns of due process and criminal law.
Prerequisites: SOCIOL 101 and 6 credits in sociology; junior, senior or graduate standing.
3 Lect Hrs, 3 Credits
Ms Leverentz, Mr Schutt, Ms Tyler

SOCIOL 470
Senior Seminar in Critical Thinking
This course examines diverse and often conflicting approaches to the study of specific social problems. Such problems may include welfare, crime, domestic violence, alcoholism, and homelessness.
Prerequisites: SOCIOL 341 and SOCIOL L351.
3 Lect Hrs, 3 Credits
Mr Capetillo-Ponce, Ms Hartwell, Mr Kronish, Mr Tamdgidi, and Staff

SOCIOL 472
Media and Violence
This course will analyze the cultural aspects of violence in U.S. society. We will first analyze the different ways social scientists have strived to understand mass culture, mass media, and consumption in the past. Then we will discuss case studies and contemporary theories of media violence, keeping in mind that we are engaged in theorizing about things that are part of the every-day lives of not only ourselves but of most people in all regions of the world.
Prerequisite: SOCIOL 341 or permission of the instructor.
Mr Capetillo-Ponce

SOCIOL 478, 479
Directed Study in Sociology
Students invited by the department to conduct independent research during the senior year. Periodic consultation and guidance provided by the staff.
Prerequisites: SOCIOL 101, senior standing and permission of department.
Hrs by arrangement, 1-3 Credits

SOCIOL 480
Special Topics
Intensive study of special topics varying each year according to instructor.
Prerequisite: SOCIOL 101.
3 Lect Hrs, 3 Credits

TECHNICAL WRITING (COMPUTER SCIENCE) PROGRAM

Director
Professor Neal Bruss

The Program
The Technical Writing Program, offered in collaboration by the English Department of the College of Liberal Arts and the Computer Science Department of the College of Science and Mathematics, is a four-semester sequence of courses that culminates in an internship.

For matriculated students, completion of the program is recorded on official university transcripts. Nonmatriculated students receive a certificate of completion from the program.

Requirements

Admission
The program is designed for matriculated undergraduate students working toward the BA or BS degree in any department of the university. Persons interested in the program who are not matriculated students should consult the program director. Applicants to the program must submit for evaluation two graded essays, at least five pages each, to the director. The level of writing required for the program is "professional" in quality. Program students must satisfy placement test and prerequisite requirements for all courses—in particular, placement requirements for CS 110, Introduction to Computing.

Courses
The following courses are required:

- ENGL 308, Professional Editing (strongly recommended), or ENGL 306, Advanced Composition, or ENGL 307, Writing for the Print Media (prerequisite: ENGL 102 and one of either ENGL 200, 201, or 206).
- CS 110, Introduction to Computing (prerequisite: MATH 140 or a satisfactory score on the appropriate placement examination; contact the Computer Science Department for exam schedules).
- CS 210, Intermediate Computing with Data Structures (prerequisite: CS 110 or 155L or CS program director's permission).
- CS 240, Programming in C (prerequisite: CS 110 or 155L or CS program director's permission).
- An elective approved by the program director, typically an independent study course, registered under either the English Department or the Computer Science Department, in which students serve as technical writers for either CS 410, Introduction to Software Engineering, or CS 682 or 683, graduate-level Software Development Laboratory. These electives are offered in collaboration with the Computer Science and English faculty. Students meet weekly with an English faculty member for the study of software technical writing.
- ENGL 476, Technical Writing Internship, a course based on an internship arranged by the student with the collaboration of the program faculty and approved by the program director.

Transfer Credit Policy
Two courses may be transferred into the program.

Further Information
Further information about the program is available from the program director or the Department of English.

WOMEN'S STUDIES DEPARTMENT

Faculty

Chris Bobel, Associate Professor and Department Chair; Assistant Professor Elora Chowdhury, Associate Professor Shoshanna Ehrlich, Assistant Professor Amani El Jack, Associate Professor Kathleen Sands, and Professor Weili Ye

The Program

Women's studies is an interdisciplinary academic program offering both the major (30 credits) and the minor (18 credits). Students are invited to choose from a wide variety of courses on women and gender at the introductory, intermediate, and advanced levels. Many of our courses satisfy general education and diversity requirements of the college, or may be taken as electives. We welcome all those interested in better understanding how gender shapes our human experience historically and cross-culturally.

We offer a rich dual curriculum. More than 30 interdisciplinary courses based in the Women's Studies Department (WOST) are supplemented by another 30 courses taught by affiliated faculty based in other academic departments of the college.

Through coursework, academic advising, service learning internships, independent study opportunities, and the honors option, the department enables students to develop and assess their own self-expressive writing and speaking skills, specific educational goals, and career plans. Students may also assist in program and curriculum development through service on the department's advisory board.

Our dedicated faculty members work hard to promote a sense of community among students in the classroom and beyond. As a department, we encourage social and intellectual networking among faculty and students across departments. The department also sponsors or co-sponsors many learning-enrichment activities, including forums, workshops, research presentations, and cultural experiences.

The Curriculum

Introductory Courses

The department offers three introductory-level courses recommended as first courses in women's studies: WOST 100 (Women and Society), WOST 110 (Women in Global Perspectives), and WOST 150 (Women, Culture and Identity). Each provides a good foundation for intermediate and advanced work in women's studies.

Affiliated Women's Studies Courses

Majors in women's studies may count four courses from this list of affiliated courses toward completion of the major. Students completing the requirements for a minor may count three. Some courses on this list may not be taught every year.

- AFRSTY 230 (Black Women's History)
- AMST 210 (American Dreams/American Realities)
- AMST 228L (SOCIOL 228L) (Asian Women in the United States)
- AMST 350L (AFRSTY 350L) (Race, Class, and Gender: Issues in Diversity)
- AMST 393 (The Social History of American Women)
- AMST 372L (ENGL 372L) (American Women Writers and American Culture)
- ANTH 360 (Gender, Culture, and Power)
- ART 220G (Images of the Body)
- ART 343 (Issues in Feminist Art History)
- CLSICS 287 (Women in Greek Society and Literature)
- CLSICS 288 (Women of Rome)
- CLSICS 390 (The Heroines of Greek Drama: Problems in Analysis)
- ECON 392 (Women's Economic Roles)
- ECON 394 (Sex-Segregated Labor Markets)
- ENGL 180G (Women Between Cultures)
- ENGL 216 (Writing As Women)
- ENGL 357 (African-American Women Writers)
- ENGL 359 (African Women Writers)
- ENGL 361 (Modern and Contemporary Women Poets)
- ENGL 366 (Women and Men in 19th Century Literature [British])
- ENGL 370 (Gay and Lesbian Literature)
- ENGL 380A (Survey of Women in Literature)
- HIST 250 (Women and Islam: Marriage and Divorce)
- ITAL 266G (Women in the Renaissance)
- ITAL 273 (The Feminine Presence in Italian Culture)
- PHIL 222 (Moral Issues in Medicine)
- PHIL 230 (Philosophy and Feminism)
- PHIL 308 (Feminist Ethics)
- PHIL 410 (Feminist Legal Theory)
- PHIL 437 (Topics in Feminist Theory)
- PSYCH 236 (The Psychology of Women)
- SOCIOL 316 (Family Violence)
- SOCIOL 382 (The Sociology of Gender)
- SOCIOL 460 (Internship in Urban Social Service)
- SPAN 324 (Women in Spanish Literature)
- THRART 240 (Women in the Theatre)

Requirements and Recommendations

The Major

General Requirements

A major in women's studies consists of a minimum of ten courses (or 30 credits). Five courses (or 15 credits) must be taken at the 300 level or above; six courses (or 18 credits) must be selected from the department-based curriculum (WOST courses). A maximum of 6 credits of independent study may be counted toward the requirements of the major.

Admission and Prerequisites

Students are encouraged to declare a women's studies major in their sophomore or junior year. It is recommended that all majors take one of the three introductory-level core courses, WOST 100 (Women and Society), WOST 110 (Women in Global Perspective), or WOST 150 (Women, Culture and Identity). In general, students enrolling in 300-level women's studies courses should have junior standing and at least one prior women's studies course (or permission of instructor). For 400-level women's studies courses, students should have senior standing and at least two prior women's studies courses (or permission of the instructor).

Transfer Credit Policy

Transfer students may count up to 9 credits of course work taken elsewhere toward the major. Transfer students should make an appointment with the program director for transfer credit advising.

Multicultural Awareness Requirement

All women's studies majors are required to take at least one of the following courses, which center on the perspectives and experiences of women in non-Western cultures or women of color in Western societies. This requirement is distinct from the CLA and CSM diversity requirement.

- WOST 110 (Women in Global Perspective)
- AFRSTY 230 (African-American Women's History)
- AMST 228L (SOCIOL 228L) (Asian Women in the United States)

Women's Studies Department

- ANTH 360 (Gender, Culture, and Power)
- ENGL 357 (African-American Women Writers)
- ENGL 359 (African Women Writers)
- WOST 225 (Latinas in the US)
- WOST 270 (Native American Women in North America)
- WOST 340 (Women in African Cultures)
- WOST 345 (Gender, Religion, and Politics in South Asia)
- WOST 355L (SOCIOL 355L) (Gender, Development and Globalization)
- WOST 359L (ASIAN 359L/HIST 359L) (Women in Modern China)
- WOST 376L (Women of Color)

Feminist Thought Requirement

All majors must take one of the following:

- ANTH 360 (Gender, Culture, and Power)
- PHIL 230 (Philosophy and Feminism)
- PHIL 308 (Feminist Ethics)
- PHIL 437 (Topics in Feminist Theory)
- WOST 356L (Feminist Theology and Spirituality)
- WOST 376L (Women of Color)
- WOST 400 (Feminist Thought)

Historical Perspectives Requirement

All majors must take one of the following:

- AFRSTY 230 (African-American Women's History)
- WOST 290 (The Legal Rights of Women)
- WOST 345 (Gender, Religion, and Politics in South Asia)
- AMST 393L (The Social History of American Women)
- WOST 359L (Women in Modern China)
- WOST 394L (Women in U.S. Social Movements)

Interdisciplinary Research Requirement

All majors must take one of the following:

- WOST 311L (AMST 311L) (American Oral History)
- WOST 370 (Research Seminar in Women's Studies) (formerly WOST 440)
- WOST 498 (Honors Research Seminar)

Internship/Field Experience Requirement

We encourage students to integrate theory and practice, and continually to make connections between academic study and life in the world outside the university. Our department's internship/field work requirement expresses this commitment in a concrete way.

Women's studies majors generally satisfy the internship/field work requirement through taking the six-credit internship course in the junior or senior year. For this course (WOST 490), students work on a volunteer basis from eight to fifteen hours per week during the semester in a supervised field placement, generally in an agency dedicated in some way to activism or service on behalf of women, such as a women's shelter, health clinic, publication, or advocacy group. Simultaneously, students meet in a seminar (WOST 491) to discuss the progress of the intern work, evaluate field learning, and to examine topics such as the ideology and structure of the helping professions, human services and social change, dynamics issues in feminist nonprofit organizations, and applications of feminist theory of social change in real-world organizational settings.

Another way to satisfy this requirement is to take SOCIOL 460 (Internship in Urban Social Service) with an appropriate placement. Consult the department chair for more information on this option.

The Minor

General Requirements

A minor in women's studies consists of a minimum of six courses (or 18 credits). Three of the six courses must be upper level (300 or 400 level). Three of the courses must be interdisciplinary WOST courses, and one of these must be upper level. One course must be selected from the group which fulfills the multicultural awareness requirement (see major requirements). At least one course must be taken from the following list:

- AFRSTY 230 (African-American Women's History)
- WOST 290 (The Legal Rights of Women)
- WOST 345 (Gender, Religion and Politics in South Asia)
- WOST 359L (Women in Modern China)
- AMST 393L (The Social History of American Women)
- WOST 394L (Women in U.S. Social Movements)
- WOST 376L (Women of Color)
- ANTH 360 (Gender, Culture and Power)
- PHIL 230 (Philosophy and Feminism)
- PHIL 307 (Feminist Ethics)
- PHIL 437 (Topics in Feminist Theory)
- WOST 356L (Feminist Theology and Spirituality)
- WOST 400 (Feminist Thought)
- WOST 311L (American Oral History)
- WOST 370 (Research Seminar in Women's Studies)
- WOST 498 (Honors Research Tutorial)
- WOST 490/491 (Internship in Women's Studies)
- SOCIOL 460 (Internship in Urban Social Service)

Admission and Prerequisites

Students may enroll in the minor at any time during their undergraduate career. It is recommended that all students in the minor begin with introductory or intermediate courses.

Transfer Credit Policy

Transfer students may count up to 9 credits of course work taken elsewhere toward the minor. Transfer students should make an appointment with the department chair for transfer credit advising.

Multicultural Awareness Requirement

All women's studies minors are required to take at least one course which centers on the perspectives and experiences of women in non-Western cultures or women of color in Western societies. (See the listing of these courses under requirements for the major.)

Honors

For majors who are highly academically motivated and considering graduate work, the department offers the opportunity to design and complete an extensive research paper (undergraduate thesis) under the supervision of one of the women's studies faculty. Admission to honors work (generally in the senior year) requires an overall grade point average of 3.0 or at least 3.3 in the major. In addition, eligible students must have completed at least 18 hours of women's studies coursework. Successful completion of two semesters of honors work is recognized at the university's honors convocation, and on the transcript.

Applicants for honors apply to the department chair. Admission is dependent on the student's finding an appropriate faculty advisor willing to supervise the work. Students admitted to do honors work plan to take a two-semester sequence of honors tutorials (WOST 498 and WOST 499).

WOST 498 consists of intensive directed literature review and research on the student's chosen topic, under the close supervision of a faculty advisor who evaluates

Women's Studies Department

the work. In WOST 499, the student completes a substantial honors paper based on the first semester's research, and presents the research results before an honors committee to be appointed by the department chair. The committee together with the student's faculty advisor evaluates the honors project. The student receives three credits for each semester of honors work, and each semester's work is graded separately. To qualify for departmental honors, the student must 1) successfully complete both semesters of honors work, 2) complete and present the paper to the committee, and 3) receive an evaluation of high distinction for the project.

Cross-Listed Courses

Courses with numbers followed by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example, "WOST 255L (RUSS 255L)," which is cross-listed with the Department of Modern Languages.

General Education Seminars

Students who complete one of these first-year or intermediate seminars may count it toward the women's studies major or minor. (Please note: Only one first-year seminar and one intermediate seminar may be taken for credit.) For a complete description of these courses, see the "First-year and Intermediate Seminars" section of this publication.

Course Descriptions

First-year Seminars (General Education)

ENGL 180G
Women Between Cultures

WOST 120G
Women and Men in Families

Intermediate Seminars (General Education)

ART 220G
Images of the Body

WOST 210G
Gender and the Body

WOST 100
Women and Society
This interdisciplinary course examines how gender interacts with social institutions such as the family, education, the media, and law and government, and how these interactions shape human behavior. Students will learn to address controversial issues raised by feminist movements, and to relate these to their own lived experiences in meaningful and productive ways.
Distribution Area: Social and Behavioral Sciences (SB).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Bobel

WOST 110
Women in Global Perspective
This interdisciplinary course explores multiple meanings of gender in a transnational world. Topics include: contradictory meanings of traditional femininity across cultures; global media representations of the female body, beauty, sexuality; impacts of colonialism, nationalism, patriarchy, and the global economy on women's work and family lives; women's rights as human rights; and local and transnational feminist activisms.
Distribution Area: Social and Behavioral Sciences (SB).
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Chowdhury

WOST 150
Women, Culture and Identity
This course explores cultural beliefs about women's "nature" and role at different times and places, drawing on materials from literature, including fiction and autobiography, and from history and feminist analysis. Using a thematic rather than a chronological approach, the course will focus on the ways in which intersection of race, class and gender affects the lives and self-concepts of women, in the U.S. and in other societies in the world.
Distribution Area: Humanities (HU).
3 Lect Hrs, 3 Credits
Staff

WOST 200
Twentieth Century Women Writers: A Feminist Perspective
An intermediate-level course which examines the ways women writers in this century have dealt with some important themes of contemporary feminism. Novels, short stories, some analytical essays and autobiographies are used.
Distribution Area: The Arts (AR).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Staff

WOST 220
Women and the Media
This course explores how the historical evolution and commercial orientation of mass communications media have helped shape the depiction of women and gender in advertising, entertainment, and news. Students learn to analyze visual imagery for its conceptual and emotional messages; to distinguish stereotypes from more complex characterizations in TV fictions; and to monitor the representations of women and gender in the print and broadcast news.
3 Lect Hrs, 3 Credits
Distribution Area: Humanities (HU).
Lindsey

WOST 225
Latinas in the United States
This course provides an overview of the experiences of Latina women in the United States, focusing on the three themes of migration, the settlement process, and the question of identity. The course explores the contexts of family, employment, community organizing, and gender roles.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

WOST 240
Educating Women
This course studies the lives and ideas of women in the US who have been educators and activists in struggles for equality in, and transformation of, education. Central themes include how women students learn; education as a means of self-realization and empowerment for women in different ethnic, race, and class contexts; how gender affects experiences in educational institutions.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Staff

WOST 243L (ANTH 243L)
Rethinking the Family
This course analyzes the ways in which culture shapes perceptions of family. It explores the increasing medicalization of reproduction and the body, the differentially gendered notions of infertility, and the ways in which race, class, and sexual orientation affect commonly held and frequently subscribed-to beliefs about what constitutes family.
3 Lect Hrs, 3 Credits
Staff

WOST 255L (RUSS 255L)
Women in Russia
The history and culture of Russian women of different classes, backgrounds, and affectional/sexual orientations with emphasis on how their past and present experience differs from women in Europe and America. Topics for reading and discussion include myths of Amazons and mothers; "rule of women;" peasant women; the Woman

Women's Studies Department

Question: poetesses, prostitutes, populists, "perverts," working women/women's work; women today. No knowledge of Russian required.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Burgin

WOST 260
Women's Health Care
This course focuses on women's concerns in relation to health. Topics include health issues unique to women (such as birth control, pregnancy, childbearing); nutrition; occupational health; health and aging; women as health workers; and the history, activities, and influence of the women's health movement.
3 Lect Hrs, 3 Credits
Staff

WOST 270
Native American Women in North America
This course focuses on the lives of native North American women, in traditional societies and in contemporary life, as revealed through their life histories, the recounting of tribal history, legends and myths, art, and contemporary poetry and fiction.
Distribution Area: World Cultures (WC).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Staff

WOST 280
Special Topics in Women's Studies (Intermediate)
Selected special topics in women's studies at the intermediate level, taught by program faculty and visiting instructors.
3 Lect Hrs, 3 Credits

WOST 290
The Legal Rights of Women
Beginning with a historical overview, this course examines women's evolving legal status in the US. Discussions focus on a range of topics, such as: abortion, pornography, prostitution, and women in the military. Participants also consider whether equality is best achieved by treating men and women identically or by taking differences such as women's reproductive capacity into account.
3 Lect Hrs, 3 Credits
Distribution Area: Humanities (HU).
Ms Ehrlich

WOST 291
Family Law
This course focuses on family formation and dissolution. It also examines how the traditional legal concept of family is rapidly changing in response to new social developments. It considers contemporary debates about same-sex marriage, no-fault divorce, and joint custody, as well as legal developments that challenge settled notions of family, such as the recognition of two-mother families.
3 Lect Hrs, 3 Credits
Ms Ehrlich

WOST 292
Family Law Practice
This course involves students in hands-on learning about court procedure and legal drafting techniques within the context of Massachusetts divorce law and domestic violence law. Students represent a client in a mock divorce, including preparing the necessary court papers, arguing a court motion, and negotiating a settlement.
Prerequisite: WOST 291 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Ehrlich

WOST 295L (ANTH 295L)
Introduction to Human Rights
This is a collaboratively taught interdisciplinary course on a variety of issues related to Human Rights as discourse and practice. It covers the emergence and institutionalization of human rights discourse in the 20th century, and examines its transformations and extensions into various social, economic, political and cultural realms globally. Topics include critique of Western and normative human rights, policies of indigenous people and women's rights, and cognitive and practical implementations of human rights.
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits
Staff

WOST 311L (AMST 311L)
American Oral History
This course explores oral history interviewing, texts, and films, within the context of efforts to create a fully representative social and cultural history of the US. Students design individual or group oral history projects, to capture the experiences and perspectives of people formerly regarded as "unhistorical"—in particular, women, working class people, immigrants, people of color, and gays and lesbians. (Satisfies the research requirement for women's studies majors.)
Prerequisites: Junior standing; one women's studies or American studies course.
3 Lect Hrs, 3 Credits
Staff

WOST 330
Women and Public Policy
Examination of a number of current United States public policy issues of particular concern to women, including employment discrimination, poverty and welfare, child care, and violence against women. Exploration of how women's organizations (community, trade union, and feminist) have helped shape these public policies in the last 25 years. Consideration of how the factors of race and age discrimination affect the debate on these issues.
Prerequisite: WOST 100 or 150.
3 Lect Hrs, 3 Credits
Staff

WOST 340
Women in African Cultures
This course focuses on the daily lives of women in traditional and contemporary African societies from a feminist perspective. Topics include modes of production and gender; marriage, kinship and family roles; women's roles in national liberation struggles.
Prerequisites: Junior standing, and either WOST 230 or ANTH 355; or permission of instructor.
Diversity Area: International.
3 Lect Hrs, 3 Credits
El Jack

WOST 341L (ENGL 341L)
Women's Image in Film
An in-depth study of women's portrayal in narrative cinema, the course explores ways film as an art form reflects and affects the social, political and cultural construction of Woman. It examines both traditional images of women and the portrayal of women struggling to reassess and redefine their roles and their sense of self. Drawing on current scholarship in film theory, and especially in feminist film theory, the course emphasizes the relation between cinematic technique and narrative content. Please note: Although not required, completion of one course in film before enrolling in this course is recommended.
Prerequisites: One women's studies course at the 100 or 200 level, and ENGL 102 or equivalent.
4-5 Lect Hrs, 3 Credits
Staff

WOST 342L (ENGL 342L)
Women Film Directors
This course spans eight decades of women's work as film directors. While it largely unfolds chronologically, starting with the silent era and concluding with contemporary films, within this framework it is organized

Women's Studies Department

so as to focus on narrative, documentary, and avant-garde films as separate categories. It pays special attention to the ways cinematic form and thematic content come together, at specific historic moments, in women's cinematic rendition of their experience.
There are no prerequisites, but ART 265 or WOST 341L is recommended.
Diversity Area: International.
4-5 Lect Hrs, 3 Credits
Staff

WOST 350
Beyond Heterosexuality: Approaches to Lesbian, Bisexual, and Transgender Studies
An interdisciplinary approach to lesbian, bisexual and selected aspects of transgender studies. Through readings, visual materials, speakers, and student projects, the course explores problems of theorizing differences and identities; lesbian/bisexual/ transgender histories; contemporary issues (homophobia, coming out, relationships, families and communities, law, employment); political and cultural representations, and resistance. Students have an opportunity to propose topics and projects.
Prerequisite: One women's studies course, or permission of instructor.
3 Lect Hrs, 3 Credits
Staff

WOST 355L (SOCIOL 355L)
Gender, Development and Globalism
This course examines the way globalization and development affect women. Topics include the changing division of labor in rural and urban areas, the employment of women in multinational corporations, women in the informal sector, women and reproductive health policies, changing family structures, poverty and female-headed households, and the impact of selected foreign and multilateral aid programs. The course also considers women's organizing for economic, social and political change.
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Chowdhury

WOST 356L (RELSTY 356L)
Feminist Theology and Spirituality
This course explores feminism and theology as resources for each other. Participants study feminist critiques and revisions of Judaism, Christianity, "syncretistic" Christian-indigenous traditions, and Goddess spirituality. Special attention is given to religious experience of women in dominated cultures (e.g., Third World Women, women of color). Students form semester-long working groups around relevant topics of their own choosing.
Prerequisite: One Study of Religion course or one women's studies course.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Sands

WOST 359L (ASIAN 359L/HIST 359L)
Women in Modern China
This course examines the social and cultural roles of Chinese women, and their changes over time. Emphasis is given to twentieth-century China, especially the People's Republic period.
Prerequisite: One history course and one women's studies course, or permission of instructor.
Distribution Area: World Cultures (WC).
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ye

WOST 370
Research Seminar in Women's Studies
Through readings, discussions, and a major research project, students learn to use and to evaluate critically some basic research tools in the humanities and social sciences, as they can be applied to the interdisciplinary study of women and gender. Consideration is given to new research approaches being developed by feminist researchers, as well as to the relationship between research and the political movement for women's rights.
Prerequisites: Junior standing and two women's studies courses; or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Bobel

WOST 376L (AMST 376L)
Women of Color
This course offers interdisciplinary and cross-cultural perspectives on a variety of theories, themes, and issues related to the experiences of women of color in both U.S. and global contexts. It examines the genealogies, practices, and agendas of women of color "feminisms," and promotes a dialogue about the interactive impact of race, class, and gender on women's lives.
Prerequisite: Junior-level standing or permission of instructor.
3 Lect Hrs, 3 Credits
Staff

WOST 392
Women & Activism
This course is designed 1) to expose students to selected literature from a burgeoning field which describes, theorizes, and prescribes activism by and on behalf of women; and 2) to assist students in applying this knowledge by developing their own critiques of contemporary activist projects and constructing their own direct plan around an issue they identify.
Prerequisite: One women's studies course or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Bobel

WOST 394L (AMST 394L)
Women in US Social Movements
A selective survey of the motivations, strategies, experiences, and accomplishments of US women who have been activists in a variety of social movements during the nineteenth and twentieth centuries. Students have the opportunity to do a research project on an activist in any of several movements, including, among others, anti-slavery, birth control, civil rights, gay and lesbian liberation, labor, peace, socialism, suffrage, temperance, and women's liberation.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Bobel

WOST 400
Feminist Thought
The ideas and writings of prominent and influential contemporary feminist thinkers are analyzed. Specific topics areas vary from semester to semester. The course is taught as an upper level seminar for majors and minors.
Prerequisites: Junior standing; at least three women's studies courses.
3 Lect Hrs, 3 Credits
Ms Bobel

WOST 478
Independent Study
Open to a limited number of students each semester. A written prospectus must be formulated with the instructor.
Prerequisite: Permission of instructor.
Hrs by arrangement, 3 Credits

WOST 479
Independent Study
See WOST 478.

WOST 480
Special Topics (Advanced)
Selected topics in women's studies, taught by staff or visiting lecturers.
Prerequisites: Junior standing and one women's studies course, or permission of instructor.
3 Lect Hrs, 3 Credits

Women's Studies Department

WOST 490
Internship in Women's Studies
A seminar which must be taken concurrently with WOST 491. Internship students apply their theoretical understandings in women's studies to practical experiences in supervised volunteer work. Topics include theoretical issues relevant to placements in a human service agency or social change organization; evaluation of basic skills learned in field work; and career development exercises. An oral presentation and two papers are required. Topics are integrated with discussions of students' on-site work.
Corequisite: WOST 491.
Prerequisites: Junior standing, two women's studies courses, and permission of instructor.
3 Lect Hrs, 3 Credits
Staff

WOST 491
Field Placement
For eight to fifteen hours each week, students participate, usually on a volunteer basis, in a supervised field placement with a women's organization, alternative institution, or an agency offering services to women and the family. Students must secure their placement one month prior to the beginning of the semester in which they plan to enroll in the course. Graded on a pass/fail basis. Open to a maximum of 12 students each semester.
Corequisite: WOST 490.
Prerequisites: Junior standing, two women's studies courses, and permission of instructor.
Hrs by arrangement, 3 Credits

WOST 498
Honors Research Tutorial
An intensive exploration of a selected research topic under the supervision of a faculty advisor. The tutorial includes a literature review and a survey of appropriate theory and research methods relevant for exploring the topic. Applicants for the honors tutorial should consult the program director.
Prerequisite: Admission to Honors in Women's Studies.
Hrs by arrangement, 3 Credits

WOST 499
Honors Paper Tutorial
A continuation of WOST 498. The honors student works on writing the honors paper under the supervision of a faculty advisor. The student receives a grade for each semester of work, but honors in women's studies will be awarded only to those who have written and presented an extended honors paper of high distinction (as evaluated by the honors committee). WOST 499 is open to students who have successfully completed WOST 498.
Prerequisite: Admission to Honors in Women's Studies.
Hrs by arrangement, 3 Credits

College of Science and Mathematics

COLLEGE OF SCIENCE AND MATHEMATICS

ADMINISTRATIVE OFFICERS

Andrew J. Grosovsky, PhD, Dean

William Hagar, PhD, Associate Dean for Faculty Affairs

Michelle Foster, PhD, Associate Dean for Student Success

Christine Murphy, Assistant Dean

CSM: Access to Excellence

The College of Science and Mathematics (CSM) provides challenging teaching, distinguished research, and extensive services that particularly respond to the academic and economic needs of Massachusetts's urban areas and their diverse populations. CSM offers bachelor's degrees in ten areas of major concentration, which include bachelor's degrees from all departments, bachelor's and master's degrees from the Physics Department, and bachelor's, master's, and doctor of philosophy degrees from the Biology, Chemistry, Computer Science, and Environmental, Earth, and Ocean Sciences Departments. CSM also offers a joint program in biochemistry as well as a program in engineering.

Among many important priorities of CSM and UMass Boston, the commitment to the success of our students is perhaps the most important. CSM opened the Student Success Center (SSC) to enhance advising in the academic home of CSM students and to increase the number of places where a student can find guidance and support. CSM works with a network of university partners to help improve student retention, reduce time to graduation, and to more widely provide academic enhancement opportunities for young scientists. The SSC offers services for students in every phase of their academic career, ranging from students struggling to adjust to university study to outstanding young scientists seeking an opportunity to enhance their participation in first-rate scientific research.

CSM offers undergraduate students a variety of mechanisms to help navigate the critical pathway through the curriculum. Programs include academic advising, Freshman Success Communities for incoming students, Supplemental Instruction to give students extra help to succeed in the foundation science and math courses, Summer Bridge programs to help ready incoming students for university life, and acting as a clearinghouse to match students with undergraduate research and internship opportunities.

CSM Undergraduate Academic Offerings

For a complete discussion of the CSM undergraduate program and academic requirements, see the section of this publication titled "CLA and CSM: Overview and Graduation Requirements."

Students have four different ways to focus their studies on academic areas that interest them. Undergraduate offerings are grouped into academic majors, minors, programs of study, and certificate programs. Some of these are housed in departments, while others are free-standing academic units. Majors may also be grouped together within one department (for example, the Biology Department), and some majors are offered by one or more departments (for example, biochemistry). Programs of study and certificate programs are open to both matriculated and non-degree students.

Academic Majors

An academic major provides an opportunity for in-depth study in a specific discipline, or in a combination of two disciplines. A major consists of at least ten courses.

Biochemistry (BS)
Biology (BS)*
Chemistry (BS or BA)*
Computer Science (BS or BA)
Environmental, Earth, and Ocean Sciences (BS or BA)*
Engineering
Engineering Physics (BS)
Individual Major Option (BS or BA)
Information Technology (BS)
Mathematics (BS or BA)*
Physics (BA or BS)*

*Students in the college may minor in these disciplines. An academic minor is a sequence of at least six courses in a field for which there is a major. At least a third of the courses in the minor are advanced. Minors are optional.

*Certificate Programs and Programs of Study**

Programs of study are groupings of courses that offer significant exposure to a field of academic, often interdisciplinary study. Certificate programs are groupings of courses that relate to a specific set of professional skills.

Biobehavioral Studies
Biochemistry Certificate
Biology of Human Populations
Computer Science
Environmental Studies
Geographic Information Technologies
Hydrogeology
Pre-Medical Studies and Health-Related Careers
Science, Technology, and Values
Technical Writing
*Open to non-degree students.

Special Course Grouping

Interdisciplinary Studies

A Sample of Special CSM Programs and Initiatives

There are many opportunities for students to combine academic with career or applied interests in the College of Science and Mathematics. We present here a few programs and majors that make this connection. For a discussion of other programs available to CSM students, see the "Special Curricula and Programs of Study" section on page 70.

Cognitive Science Minor

Cognitive science is an interdisciplinary field concerned with furthering our understanding of the brain and mind: the development, underlying processes, and implementation of language, perception, problem-solving, learning, and other intelligent capacities. Many areas of scholarship—computer science, linguistics, philosophy, psychology, sociology, biological sciences, and engineering—share in this goal; this minor should appeal to, and benefit, majors in these disciplines.

Engineering Program

For students wishing to major in this field, the CSM Engineering Program offers several options that make it possible for them to live and work in the Boston area while completing two years of the course work required for the bachelor's degree in engineering. The program has been developed in cooperation with UMass Amherst, UMass Lowell and UMass Dartmouth, and UMass Boston has

College of Science and Mathematics

articulation agreements with these campuses. Students admitted to the program who successfully complete the first two years are guaranteed admission to other schools of engineering within the UMass system. Alternately, they can apply to transfer to Boston University, Northeastern University, or Wentworth Institute of Technology to complete a degree in engineering.

Engineering students who wish to complete their education at UMass Boston may pursue a degree in engineering physics. This discipline, a branch of applied science that emphasizes both engineering and physics, is a challenging general alternative to the more specialized undergraduate engineering curriculum. For complete information, see the "Engineering Physics" section of this publication.

Massachusetts Bay Marine Studies Consortium

The "Interdisciplinary Courses" section of this publication describes several offerings sponsored by the Massachusetts Bay Marine Studies Consortium. The University of Massachusetts Boston is one of the founding members of this consortium, an association of nineteen greater Boston educational institutions and organizations. The Consortium was formed by educators committed to the encouragement of active, informed, and responsible public decision making. It promotes cooperation among the area's academic institutions; sponsors fully accredited interdisciplinary courses that focus academic expertise on real world problems, and facilitates contact among those researching various aspects of marine studies. The Consortium also sponsors publications, meetings and public symposia.

Environmental Studies

The College offers an undergraduate program of study in environmental studies, which students may take in addition to any undergraduate major. Participants can select either a scientific- or a policy-oriented track. The program stresses cross-disciplinary foundation courses, case-oriented seminars, and participation in an internship program. It prepares students for careers in the expanding field of environmental professions and for further environmental study at the graduate level. In addition, it provides the participants with an important environmental perspective that can be brought to their other coursework. (Information is available from the Environmental Studies Program director, the Environmental, Earth, and Ocean Sciences Department office, or the office of the Dean of the College of Science and Mathematics.)

BIOBEHAVIORAL STUDIES PROGRAM

Directors

Professor Celia Moore, Psychology

Professor Alexia Pollack, Biology

The Program

Students interested in animal behavior who are majoring in anthropology, biology, or psychology may choose to participate in the Biobehavioral Studies Program as a specialized addition to their regular major.

The goal of the Biobehavioral Studies Program is to provide students with a broad understanding of the various approaches to the naturalistic study of the behavior of all animals, including humans. Students in the program complete a major in one of the three departments associated with the program, and in addition take a group of appropriate courses in each of the other two departments. Interested students are urged to consult with one of the program's directors.

Requirements and Recommendations

Students entering the program are advised to take introductory courses in all three departments. In order to insure that the program is recorded on their transcripts, students should complete the appropriate form, available from any of the program's directors, and file a card with the Registrar.

The program's requirements are intended to introduce students to the study of animal behavior, and to provide both breadth and depth, through courses in both a major field and in related areas.

Students in the program must complete a major in anthropology, biology, or psychology. Each of these three departments offers courses that are simultaneously applicable to the departmental major requirements and to those of the Biobehavioral Studies Program. For matriculated students, successful completion of the program is recorded on official university transcripts when they have met all graduation requirements. Non-matriculated students receive a certificate of completion.

Approved Courses

A. First Courses in Animal Behavior
- ANTH 210 (Biosocial Bases of Human Behavior)
- PSYCH 360 (Behavioral Neuroscience)

B. Associated Fields
- BIOL 290 (Population Biology)
- BIOL 316 (Neurobiology) or 318
- BIOL 317 (Endocrinology) or 319
- BIOL 342 (Ecology)
- BIOL 352 (Evolution)
- PSYCH 350 (Learning and Memory)
- PSYCH 460 (Neuropsychology)
- PSYCH 463 (Substance Abuse & the Brain)

C. Advanced Courses in Animal Behavior
- ANTH 310 (Primate Behavior)
- BIOL 348 (Animal Behavior)
- BIOL 349 (Methods in Ethology)
- BIOL 691 (Advanced Ethology)
- PSYCH 465 (Psychobiology of Development)
- PSYCH 466 (Hormones and Behavior)
- PSYCH 467 (Evolution and Behavior)

Transfer Credit Policy

At least three of the five program-approved courses from the departments outside the major department must be taken at UMass Boston. Transfer courses must be approved in writing by one of the program's directors.

THE BIOCHEMISTRY PROGRAM

The Biochemistry program consists of the Biochemistry Joint Major and the Biochemistry Certificate Program.

THE BIOCHEMISTRY JOINT MAJOR

The discipline of biochemistry unites biological processes and chemical mechanisms at the molecular, cellular, and organismal levels. Biochemistry is the foundation for understanding these events, which define life. This foundation imparts base knowledge that allows cultivation of an insightful perspective and an inquisitive intellect to empower an individual to explore new frontiers and originate innovative techniques. The biochemistry joint major provides an integrated and rigorous curriculum to those students who wish to concentrate their studies on the interface between biology and chemistry. This major amalgamates and integrates biochemistry expertise from the Biology Department and Chemistry Department faculty, to present students with a comprehensive program of study in biochemistry that coalesces the information into a congruous perspective of biological processes and chemical mechanisms in the cell and organism. The required biology courses provide the biological basis of biochemical events, and the required chemistry courses provide the chemical basis of biochemical events. The knowledge from the biology and chemistry courses is blended with new knowledge from the biochemistry courses to convey a unique integrative perspective to the student that focuses on how biological processes, chemical mechanisms, and biochemical events affect the whole organism. The biochemistry joint major develops integrative biochemists: that is, biochemists who understand the interaction between metabolic pathways in the whole organism (rather than focusing on pathways as individual elements), and who also comprehend the chemical principles underlying the molecular mechanisms regulating these pathways and their interactions. The biochemistry joint major curriculum follows the American Society of Biochemistry and Molecular Biology (ASBMB) guidelines. ASBMB guidelines signify that the student has completed a rigorous course of study that emphasizes critical thinking and a proficiency in the discipline of biochemistry, including an emphasis on laboratory techniques. Participants in the biochemistry joint major, therefore, receive an education in theory and laboratory skills that enhances their success in post-baccalaureate programs, allows them to be more competitive in the job market, and also provides the state with a valuable asset for their biotechnology resources.

Requirements

- BIOL 111-112 (General Biology I and II)
- BIOL 212 (Cell Biology lecture)
- BIOL 254 (Genetics lecture)
- BIOL 372 (Molecular Biology lecture)
- CHEM 115-118 (Principles of Chemistry I and II and labs)
- CHEM 251, 252, 255, 256 (Organic Chemistry I and II)
- CHEM 311, 313 (Analytical Chemistry, and Analytical Chemistry lab)
- CHEM 312 (Physical Chemistry lecture)
- BIOCHM 383, 385 (Biochemistry I and II)
- BIOCHM 384, 386 (Biochemistry Laboratory I and II)

In addition, biochemistry majors must complete two semesters of calculus (MATH 140 or 145, 141 or 146) and two semesters of calculus-level physics with laboratory (PHYS 113-114; PHYS 181-182). All four Biochemstry courses (383-386) MUST be completed at UMass Boston.

The major in biochemistry will accept CLEP/AP credit for General Chemistry I and II (CHEM 115-118) and for General Biology I and II (BIOL 111-112). See the Biology and Chemistry departmental listings for more information.

Recommended for Research Experience

- BIOCHM 491-492 (Directed Research I and II) (a maximum of 6 credits each)

Students may alternatively/also enroll for research experience in:

- BIOL 478-479 (Independent Study I and II) or
- CHEM 481-482 (Advanced Laboratory I and II) or
- CHEM 491-492 (Senior Thesis I)

Recommended Electives

- CHEM 361 (Analytical Instrumentation)
- CHEM 408 (Chemical Computation) and/or
- BIOL 360 (Bioinformatics)
- BIOL 608 (Biophysical Instrumentation)
- BIOL 664 (Computer Analysis of DNA and Protein Structure)
- BIOCHM 471/472 (Readings in Biochemistry I & II)
- BIOL/CHEM 680L (Physical Biochemistry)

The Biochemistry Joint Major

Recommended Course Sequence

Year 1

- BIOL 111-112
- CHEM 115-118
- MATH 140 or 145, 141 or 146
- ENGL 101-102

Year 2

- CHEM 251 and 255, 252 and 256
- PHYSIC 113-114
- PHYSIC 181-182
- BIOL 212
- BIOL 254
- Core courses

Year 3

- BIOCHM 383-384
- BIOCHM 385-386
- CHEM 311 and 313 (Fall)
- CHEM 312 (Spring)
- Distribution courses

Year 4

- BIOL 372 (Spring)
- Independent Study or Advanced Laboratory, electives.

Double Major/Minor Policy

Students majoring in biochemistry may have a second major or a minor in any other department or program with the exception of the Biology and Chemistry Departments.

Honors

To graduate with honors in biochemistry, students must fulfill the following requirements:

- A cumulative average of 3.0 or higher.
- A cumulative average of 3.3 or higher in the major (this includes many, but not all, biology, chemistry, and biochemistry courses).
- Satisfactory completion of an independent research project that the Biochemistry Steering Committee deems worthy of honors recognition.

Grade Point Average

To graduate with the major in biochemistry, students must have a final grade point average of 2.0 in all biochemistry, chemistry, and biology courses.

Transfer Policies

For institutions and/or courses not listed in the University Course Equivalence Guide, the approval of the Director of the Biochemistry Program is required. A minimum of 15 credit hours of biology, chemistry, and/or biochemistry (which must include both semesters of biochemistry lecture and laboratory) must be taken at UMass Boston. These courses must be at the 300 level or above and must be chosen from among the courses required for the degree.

Pass/Fail Option

One mathematics or physics course required for the major may be taken on a pass/fail basis. No courses in biochemistry, biology, or chemistry required for the major may be taken on a pass/fail basis.

Courses

BIOCHM 383
Biochemistry I

In the first of a two-semester sequence, the chemistry of life processes is discussed in terms of structure and biological function of proteins, nucleic acids, carbohydrates, lipids, and other cellular components. Special emphasis is given to protein structure and function, enzymology, carbohydrate metabolism, transport mechanisms, energy transformations, and photosynthesis. It is recommended that BIOCHM 385 be taken concurrently.
Prerequisites: CHEM 252 and 256, and BIOL 111, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Sugumaran, Ms Torok

BIOCHM 384
Biochemistry II

In the second of a two-semester sequence, discussion of cellular function is continued. The topics are biochemistry and synthesis of nucleic acids and proteins, structural motifs in protein folding, metabolism of lipids and amino acids, nitrogen fixation, molecular immunology, hormones, ion channels, neurochemistry, biological applications of nuclear resonance and biochemical evolution.
Prerequisites: BIOL 210/212 and 383, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Sugumaran, Ms Torok

BIOCHM 385
Biochemistry Lab I

Laboratory course to complement BIOCHM 383. Experiments involving titration, purification and analysis of biological molecules. Provides training in such techniques as chromatography, electrophoresis, and enzyme kinetics.
Prerequisite: CHEM 252 and 256.
Corequisite: BIOCHM 383 or permission of instructor.
1 Lect Hr, 5 Lab Hrs, 3 Credits
Mr Hagar, Mr Sugumaran

BIOCHM 386
Biochemistry Lab II

Laboratory course to complement BIOCHM 384. Experiments involving high performance liquid chromatography, circular dichroism, optical rotary dispersion, nuclear magnetic resonance, photosynthesis and analysis of proteins, lipids, and carbohydrates.
Prerequisite: BIOCHM 385.
Corequisites: BIOCHM 384 or permission of instructor.
1 Lect Hrs, 5 Lab Hrs, 3 Credits
Ms Torok

BIOCHM 480
Special Topics in Biochemistry

A course designed to examine a specialized topic of biochemical sciences that is not part of the curriculum of biochemistry, biology, or chemistry, or to examine in detail a topic that constitutes only a minor portion of the curriculum in a biochemistry, biology, or chemistry course.
Prerequisite: Permission of the instructor.
1-3 credits
Mr Ackerman, Mr Evans, Mr Hagar, Mr Sugumaran, Ms Torok, et al.

BIOCHM 471-472
Readings in Biochemistry I and II

Topics vary depending on instructor. Contact the Chemistry Department or Biology Department for specific topics each semester.
Prerequisite: Permission of instructor.
1-3 Credits

BIOCHM 491-492
Directed Research in Biochemistry I and II

An opportunity for qualified, advanced students to work on a specialized research project under the guidance of a faculty advisor.
Prerequisite: Second-semester junior standing and permission of instructor.
1- 6 Credits

BIOCHEMISTRY CERTIFICATE

The biochemistry certificate requires a minimum of 15 credits (5 courses, 21 credit hours). Students who have not completed the 100-level and 200-level prerequisites for the required courses at the 300 level will complete more course work.

Students who have completed Introductory Biology, General Chemistry, Cell Biology, Genetics, and Organic Chemistry can complete the biochemistry certificate in one year by meeting the requirements for 300-level courses. Students needing to complete all the above-listed courses could complete the program in two years, although a realistic plan would be three years.

To receive the biochemistry certificate, a student must complete, at the University of Massachusetts Boston, the following courses:

Biochemistry 383 Biochemistry I lecture 3 credits/3 hours

Biochemistry 385 Biochemistry I lab 3 credits/7 hours

Biochemistry 384 Biochemistry II lecture 3 credits/3 hours

Biochemistry 386 Biochemistry II lab 3 credits/5 hours

Biology 372 Molecular Biology 3 credits/3 hours

Successful completion of a course requires a minimum grade of C. The grade point average (GPA) for all completed required courses must be 2.5 or higher.

It is expected that students enrolling to complete this biochemistry certificate will have completed the prerequisites for the above courses. Evidence of successful completion of these prerequisites elsewhere should be presented, prior to enrolling in Biochemistry 383 and Biochemistry 385, to the Biochemistry Director, in the form of an official university transcript. A grade of C or better is required, and the decision on whether to accept a course from another institution resides with the Biochemistry Director, in consultation with appropriate colleagues in biology and chemistry.

For students lacking the appropriate prerequisite courses, any or all of the following courses may be completed at the University of Massachusetts Boston:

Biology 111 General Biology I

Chemistry 115 & 117 Chemical Principles I and lab

Biology 112 General Biology II

Chemistry 116 & 118 Chemical Principles II and lab

Biology 212 Cell Biology (lecture)

Chemistry 251 and 255 Organic Chemistry I

Biology 254 Genetics (lecture)

Chemistry 252 and 256 Organic Chemistry II

DEPARTMENT OF BIOLOGY

Faculty

Michael P. Shiaris, Professor and Chairman; Professors: Kamaljit Bawa (Distinguished Professor), Ruth Bennett (Emeritus), Kenneth Campbell, Ron Etter, Robert Guimond, Lawrence Kaplan (Emeritus), Rick Kesseli, Christine Armett-Kibel (Emeritus), Kenneth Kleene, Michael Rex, Fuad Safwat (Emeritus), Manickam Sugumaran, Richard White (Emeritus), Garrison Wilkes; Associate Professors: Steven Ackerman, Greg Beck, Solange Brault, Alan Christian, Adán Colón-Carmona, John Ebersole, William Hagar, Linda Huang, Alexia Pollack, Rachel Skvirsky, Robert Stevenson, Brian White; Assistant Professors: Katherine Gibson, Alexey Veraksa

The Department

The discipline of biology is enormously diverse. A few of the many fields it encompasses are animal behavior, botany, cell biology, ecology, evolutionary biology, genetics, microbiology, molecular biology, and physiology. UMass Boston's Biology Department reflects the diversity of the discipline, not only in its faculty but also in its students and its curriculum. Biology majors have a wide range of interests and aims. Some may have specific professional goals in mind (medical or environmental, for example); others may choose biology as a nonprofessional arts and sciences major. The diversity and depth of the department's course offerings support either approach to the study of living systems. Further information about the department, including the online version of our 37-page undergraduate student handbook, can be found at its website: http://www.bio.umb.edu.

The Biology Major

Requirements

Requirements for the biology major include at least 63 credits in biology and related science and mathematics courses. Since the prerequisites are significant, appropriate planning is important (see the note on timing below). Additional advisory information is available in our undergraduate student handbook, *Biology at UMB*, a booklet that is available in the department office (W-3-021), as well as online with updated revisions. Biology majors are encouraged to subscribe to the department list server at bio-majors-subscribe@mail.bio.umb.edu.

Requirements are in two parts:

A. The biology "core" of required introductory and intermediate courses: 19 credits in biology and 22 credits in mathematics, physics, and chemistry.

- BIOL 111-112 (General Biology I and II)
- CHEM 115, 116 (Chemical Principles I and II)
- CHEM 117, 118 (Chemical Principles Laboratory I and II)
- Mathematics through at least one semester of calculus (MATH 135 or MATH 140 or MATH 145).
- PHYSIC 107-108 (College Physics I and II), or PHYSIC 113-114 (Fundamentals of Physics I and II)
- PHYSIC 181-182 (Introductory Physics Laboratory I and II)
- BIOL 210 (Cell Biology)
- BIOL 252 (Genetics)
- BIOL 290 (Population Biology)

Note on timing: Prospective majors are strongly advised to start their major courses as early as possible. In the first year they should take BIOL 111-112, CHEM 115-118, and especially mathematics: for BIOL 210 and 252 the math placement exam with a score placing into MATH 115 or above is a prerequisite.

In the second year: at least BIOL 210 and BIOL 252, which is a prerequisite for BIOL 290. Accordingly, students planning to take courses in evolutionary biology for which BIOL 290 is a prerequisite (BIOL 342, 348, 352, for example) should take BIOL 252 at the first opportunity. CHEM 251, 252, 255, 256 (Organic Chemistry) is a pre-/corequisite for courses in biochemistry and molecular biology and should be taken in the second year by students with those interests.

B. Additional requirements (advanced courses): Biology majors must complete 20 credit hours of biology courses at the 300 level or higher, including a minimum of 4 credit hours in the laboratory. Up to eight of these required 20 credits may be taken in other departments, either (a) Chemistry 251, 252; 255, 256 (Organic Chemistry I and II, with labs), or (b) with approval of the departmental chairperson, courses taken to complete the requirements of the Biobehavioral Studies Program (for further information, see the "Biobehavioral Studies Program" section of this publication). BIOCHM 383, 384, 385, or 386 may also be used to complete this requirement. The following courses may not be counted toward this requirement: BIOL 381, 444, 78-479, 672-673; BIOCHM 398, 471-472, 491-492.

Grade Point Average

To graduate with a major in biology, students must maintain a final grade point average of 2.0 in biology courses above the level of BIOL 111-112 that are used to meet biology major requirements.

Students fulfilling the above requirements will receive the bachelor of science degree. The major requirements that apply are those in effect at the date of each student's matriculation. Requirements for the biology major changed in the fall of 1988 and again in the spring of 1995; the earlier versions can be consulted in the Biology Department office or in university catalogs for the appropriate year.

Exemptions (AP and CLEP)

Students who have taken the Advanced Placement Examination in Biology and have scored 3 will be exempted from taking general biology at UMass Boston.

Students who score 4 or higher on the Advanced Placement Examination will be exempted from taking general biology at UMass Boston and will be granted four elective credits toward graduation.

CLEP: The Biology Department accepts a score of 50 and above on the CLEP exam. Students who meet this requirement will be exempted from General Biology I and II (BIOL 111-112) and will receive six credits.

The Biology Minor

Requirements for the biology minor include BIOL 111 and 112, and four additional biology courses (at least 12 credits), with or without associated lab. Of these courses, two must be at the 200 level and two at the 300 level. At least three of the six required courses (including one course at the 300 level) must be taken at UMass Boston. Provided that all biology courses for the minor are taken at UMass Boston, two such courses may be selected from within those biology courses to overlap and be used in satisfaction of the student's major program, but only one of which can be at the upper (300) level. Only one course for the minor can be taken pass/fail, provided all six courses are taken at UMass Boston. The overall GPA for all courses taken to meet the biology minor requirement must be at least 2.0.

The Biotechnology Track

Biotechnology utilizes molecular and cellular biological processes to make commercial products in a wide range of fields, from agriculture, health care, and organic chemistry, to environmental remediation. The

Department of Biology

biotechnology track within the biology major is designed primarily for students who wish to major in biology as a means to careers in research and development at biotechnology companies. This track also provides training for work in university or medical research laboratories, or for graduate school in biochemistry, molecular biology, or cell biology. Students in the biotechnology track must complete the biology major core of basic science courses at the introductory and intermediate levels. In addition, those in the biotechnology track must complete Organic Chemistry I and II. Advanced work focuses on techniques and areas of biology that are important in the biotechnology industry. All required biology and chemistry courses must be taken with a laboratory.

Required Courses

Basic Science Core (Introductory and Intermediate Courses):

- BIOL 111-112 (General Biology I and II)
- CHEM 115, 116 (Chemical Principles I and II)
- CHEM 117, 118 (Chemical Principles Laboratory I and II)
- Mathematics through at least one semester of calculus (MATH 135 or MATH 140 or 145)
- PHYSIC 107-108 (College Physics I and II), or PHYSIC 113-114 (Fundamentals of Physics I and II)
- PHYSIC 181-182 (Introductory Physics Laboratory I and II)
- BIOL 210 (Cell Biology)
- BIOL 252 (Genetics)
- BIOL 290 (Population Biology)
- CHEM 251-252; (Organic Chemistry I and II)
- CHEM 255-256 (Organic Laboratory I and II)

Advanced Courses:

- BIOL 334 (Microbiology)
- BIOL 360 (Bioinformatics) or 395 (Biotechnology)
- BIOL 378 (Introduction to Immunology)
- BIOCHM 383 (Biochemistry I)
- BIOCHM 385 (Biochemistry Lab I)
- BIOL 372 (Molecular Biology)

Honors

To graduate with honors in biology, it is necessary to satisfactorily complete a program of at least 3 credits in independent study in biology (BIOL 478, 479). The biology faculty will confer departmental honors upon students who have

- maintained a cumulative average of 3.0 or higher.
- obtained satisfactory grades in their advanced biology courses (generally interpreted as a 3.0 average for all biology courses numbered 200 or above).
- written a thesis and given an oral presentation of their independent study project which, in the view of the biology faculty, merits the awarding of honors. Thesis presentations are scheduled near the end of each semester.

Pass/Fail Option

Not more than one course among the biology major requirements (including those in other departments) shall be taken on a pass/fail basis.

Biology Residency Requirements

All students, including transfer students, must take at least 12 credit hours, including a minimum of 2 credit hours (6 class hours) in laboratory work, within the Biology Department at UMass Boston. These courses will be at the 300 level or above unless the chair's approval is obtained for lower-level courses. Please note that the following courses may NOT be counted toward this requirement: BIO 381, 444, 478-479, and 672-673; BIOCHEM 471-472, 480, and 491-492. Moreover, organic chemistry, (CHEM 251, 252, 255, 256) does NOT count toward the residency requirement, notwithstanding that it can count, in part, toward the fulfillment of the overall minimum of 20 credits of upper-level biology courses. The biology major residency requirement, therefore, can be satisfied only by taking upper-level (300+) biology courses (including a minimum of 2 upper-level lab credits) within the Biology Department.

Organic Chemistry

Additionally, not more than 8 of the 10 credits of organic chemistry (CHEM 251, 252, 255, 256) can be applied to the upper-level biology requirement. Of those 8 credits, only 1 lab credit from each of the organic labs (CHEM 255 and/or 256) can be used as upper-level credits.

Biology Transfer Course Policy (Limitations)

Fully matriculated students are not permitted to take courses elsewhere and transfer them to UMass Boston. However, students who have a particularly pressing reason to take courses at another institution may appeal this regulation. That is done through the use of a prior approval form, obtained from the Admissions Office and signed by the Department Chairman **or** the Departmental Director of Undergraduate Advising **or** the instructor of UMass Boston's equivalent course.

The Biochemistry Major

This major is jointly administered by the Departments of Chemistry and Biology. For further information, see the "Biochemistry Major" section of this publication. Note: BIOCHEM 383, 384, 385, and 386 can be used in partial satisfaction of the upper-level biology requirements. All other biochemistry courses do not count toward the biology major.

Biology Courses

The following pairs of courses consist of equivalent courses with and without lab; therefore, a student cannot receive credit for both: BIOL 210/212, 252/254, 312/313/314/, 316/318, 317/319, 320/322, 321/323, 328/329, 331/333, 337/339, 370/372, and 378/380.

BIOL 100
Coastal Ecology

Investigations of the natural history and community dynamics of salt marshes, sea grass beds, mudflats, and beaches. Field and laboratory exercises on the adaptations and interactions of marine organisms are emphasized. Meets every weekday during two weeks of the summer at the university's field station on Nantucket.
Prerequisite: Permission of instructor.
Distribution Area: Natural Sciences (NS).
40 Hrs Wk, 3 Credits
Mr Beck

BIOL 101
The Basis of Life

The uniqueness of life within the physical universe. The matter and energy of life, the genetic code, molecular biology, and the origin and evolution of life. An overview for students in the humanities and social sciences of those features which distinguish living organisms from non-living things. No background in the natural sciences is required.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 3 Credits
Staff

BIOL 102
Evolutionary Biology

Designed for students in the social sciences and humanities. Those areas of

Department of Biology

genetics, ecology, and evolution that form a unified approach to the study of organisms and populations. No background in the natural sciences is required.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 3 Credits
Staff

BIOL 103
Biology of Human Disease
This course uses human disease as a vehicle to study biology in a context that is relevant to students' lives. We will focus specifically on cancer, AIDS, and sickle-cell anemia. These diseases will be used to illustrate concepts in genetics and cell and molecular biology. The course will provide experience in scientific problem solving and in evaluation of scientific evidence, so that students develop an appreciation of how science works. Students will also examine ethical and social policy issues associated with these diseases.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 3 Credits
Ms Skvirsky

BIOL 104
Human Biology
A one-semester course designed for those who do not intend to major in biology. Topics are drawn from among the following: reproduction and development; human evolution and diversity; disease, and genetics. No background in the natural sciences is required.
3 Lect Hrs, 3 Credits
Staff

BIOL 107
Extinction
An introductory survey for non-majors of the causes and implications of extinction in biological systems, at the level of the allele, the population, and the ecosystem. One field trip may be required.
3 Lect Hrs, 3 Credits
Mr Wilkes

BIOL 108
Introduction to Nutrition
Introduction to the elements of nutrition with emphasis on nutrition for humans; examination of food stuffs and nutritional quality, physiology of food utilization, food quality regulations, and the global ecology of food production. No background in the natural sciences is required.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 3 Credits
Mr Wilkes

BIOL 109
Global Biological Change
Global change—its extent and its accelerating rate—is among the most pressing issues of the decade. This course explores ecology in the context of our endangered life support systems: atmosphere, climate, water, biodiversity, human population, agriculture, and energy use. It examines strategies which promote sustainable development for developed and developing worlds. Background in the natural sciences is not required.
3 Lect Hrs, 3 Credits
Mr Wilkes

BIOL 111
General Biology I
An integrated course stressing the principles of biology. Life processes are examined primarily at the molecular and cellular levels. Intended for students majoring in biology or for non-majors who wish to take advanced biology courses.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr B White

BIOL 112
General Biology II
An integrated course stressing the principles of biology. Life processes are examined primarily at the organismal and population levels. Intended for students majoring in biology or for non-majors who wish to take advanced biology courses.
Prerequisite: BIOL 111.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr B White

BIOL 207
Anatomy and Physiology I
A study of the human organism, correlating structure and physiological mechanisms. Emphasis on skin, the special senses, and the skeletal, articular, muscular, nervous, and endocrine systems. This course is designed specifically for and is required of students majoring in nursing or exercise and health sciences, but it may be open to others who have met the prerequisites, on a space-available basis.
Prerequisite: BIOL 111 or equivalent.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Guimond

BIOL 208
Anatomy and Physiology II
Continuation of BIOL 207. Emphasis on the digestive, circulatory, respiratory, excretory, and reproductive systems. This course is designed specifically for and is required of students majoring in nursing or exercise and health sciences, but it may be open to others who have met the prerequisites, on a space-available basis.
Prerequisites: BIOL 111; BIOL 207, or equivalents.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Guimond

BIOL 209
Medical Microbiology
An introduction to viruses, bacteria, fungi, and protozoa which may be pathogenic to humans and animals; and to immunology, epidemiology, and clinical microbiology. The laboratory introduces sterile techniques, maintenance of pure cultures, isolation, identification, and immunological methods. For nursing majors. Biology majors should take BIOL 334 for microbiology.
Prerequisites: BIOL 111; CHEM 115, 116, 117 and 118; CHEM 130 (Nursing Majors only) or equivalents.
3 Lect Hrs, 3 Lab Hrs, 4 credits
Staff

BIOL 210
Cell Biology
A study of structure and function of cells including physiological and biochemical processes of cells, membranes, subcellular organelles, and of specialized cells. Specific topics include synthesis and mode of action of biological macromolecules, flow of information and energy, mode of enzyme action, cell-to-cell communication, and membrane functions such as transport. Note: Students (non-biology majors) who do not wish to take the laboratory portion of this course should register for BIOL 212. (No student may take this course after having taken BIOL 212.)
Prerequisites: BIOL 111-112, CHEM 115 and 117, placement into MATH 110 or higher on Math Placement Test.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Ms Huang, Mr Veraksa

BIOL 212
Cell Biology (Lecture)
The description of this course is the same as BIOL 210; this course consists of lecture sections only; there is no laboratory. Biology majors should take BIOL 210. (No student may take this course after having taken BIOL 210.)
Prerequisites: See BIOL 210.
3 Lect Hrs, 3 Credits
Ms Huang, Mr Veraksa

BIOL 252
Genetics
The basic principles of heredity, studied through an integrated presentation of molecular and classical (Mendelian) genetics.

Department of Biology

Topics include the nature of the hereditary material, structure of chromosomes, and patterns of inheritance. Note: Students (non-biology majors) who do not wish to take the laboratory portion of this course should register for BIOL 254. (No student may take this course after having taken BIOL 254.)
Prerequisites: BIOL 111-112; CHEM 115 and 117; placement into MATH 115 or higher on Math Placement Test.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Kesseli, Ms Skvirsky

BIOL 254
Genetics (Lecture)
The description of this course is the same as BIOL 252; this course consists of lecture sections only; there is no laboratory. (No student may take this course after having taken BIOL 252.)
Prerequisites: Same as for BIOL 252.
3 Lect Hrs, 3 Credits
Mr Kesseli, Ms Skvirsky

BIOL 290
Population Biology
This course examines evolution, and the growth of populations, developing principles and applying them to such issues as interaction among species, social behavior, presentation of genetic variation in domestic species, ecology of human pathogens, control of insect pests, and the organization of ecosystems. The course includes two field trips.
Prerequisites: BIOL 252 or 254, and MATH 115.
3 Lect Hrs, 3 Credits
Ms Brault, Mr Christian

Advanced Courses

Note: BIOCHM 383, 384, 385, and 386 can also be counted as advanced biology courses meeting the biology major requirements. See the "Biochemistry" section of this publication for course descriptions.

BIOL 302
Histology
A survey of the structure and organization of tissues and organ systems, primarily of mammals. Cellular physiology is considered as it relates to structure, ultrastructure, and staining characteristics.
Prerequisite: BIOL 210 or 212.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Staff

BIOL 306
Marine and Coastal Ecological Research
This course emphasizes supervised independent research into the adaptations and interactions of organisms of Nantucket's Beaches, salt marshes, sand dunes, watershed, and embayments. Students will be exposed to tools, techniques and statistical analyses used in community ecology, oceanography and related fields. Individualized research projects have included in past a wide variety of topics such as plant/animal interactions in the marsh, impact of nitrogen on marsh plants, and the impact of tidal cycles on plankton community dynamics. Meets every weekday during two weeks of the summer at the university's field station on Nantucket.
Prerequisite: BIOL 210 or 212; or 252 or 254; or 290; or permission of the instructor.
3 Lect Hrs, 3 Credits
Staff

BIOL 312
Developmental Biology and Embryology
This course analyzes the development of multi-cellular animals and plants, by examining major developmental processes: growth, gene expression, cell interaction, morphogenesis, and pattern regulation. Lectures use experimental evidence to explore the commonality of mechanisms in differing organisms. Basic labs provide experience with materials and methods, and help clarify changing three-dimensional relationships. Additional labs investigate vertebrate embryology in greater detail. Note: Students wishing to take this course with fewer lab hours for fewer credits should enroll in BIOL 313. (No student may take this course after having taken BIOL 313.)
Prerequisites: BIOL 210 or 212, and 252 or 254; CHEM 115 and 117.
3 Lect Hrs, 6 Lab Hrs, 5 Credits
Staff

BIOL 313
Developmental Biology and Embryology (Lecture)
The description of this course is the same as BIOL 312; BIOL 313 has fewer lab hours. Students wishing to take this course with additional lab hours for more credits should enroll in BIOL 312. (No student may take this course after having taken BIOL 312.)
Prerequisites: BIOL 210 or 212, and 252 or 254; CHEM 115 and 117.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Staff

BIOL 314
Developmental Biology
The description of this course is the same as BIOL 312; BIOL 313 has fewer lab hours. Students wishing to take this course with additional lab hours for more credits should enroll in BIOL 312. (No student may take this course after having taken BIOL 312 or 313.)
Prerequisites: BIOL 210 or 212, and 252 or 254; CHEM 115 and 117.
3 Lect Hrs, 3 Credits
Staff

BIOL 316
Neurobiology
Examination of the nervous system, beginning at the membrane and cellular level and then moving on to the organization of sensory and motor systems. Special topics include the biological basis of various neurological and psychiatric diseases. Note: Students who do not wish to take the laboratory portion of this course should register for BIOL 318. (No student may take this course after having taken BIOL 318.)
Prerequisite: BIOL 210 or 212 or permission of instructor.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Ms Pollack

BIOL 317
Endocrinology
The study of hormone physiology and biochemistry in the context of organismal regulation and coordination. Includes hormone chemistry, control and regulation of hormone production, and the cellular and biochemical nature of hormone action. Emphasis on mammalian systems and on laboratory and clinical investigations of the endocrine system. Note: Students who do not wish to take the laboratory portion of this course should register for BIOL 319. (No student may take this course after having taken BIOL 319.)
Prerequisite: BIOL 210 or 212 or permission of instructor.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Campbell

BIOL 318
Neurobiology (Lecture)
The description of this course is the same as BIOL 316; this course consists of lecture sections only; there is no laboratory. (No student may take this course after having taken BIOL 316.)
Prerequisite: BIOL 210 or 212 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Pollack

Department of Biology

BIOL 319
Endocrinology (Lecture)
The description of this course is the same as BIOL 317; this course consists of lecture sections only; there is no laboratory. (No student may take this course after having taken BIOL 317.)
Prerequisite: BIOL 210 or 212 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Campbell

BIOL 320
Vascular Plants
The anatomy, morphology, and evolution of the major groups of vascular plants. Note: Students who do not wish to take the laboratory portion of this course should register for BIOL 322. (No student may take this course after having taken BIOL 322.)
Prerequisite: BIOL 210 or 212.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Staff

BIOL 321
Plant Physiology
A study of plant function with emphasis on nutrition, translocation, metabolism, signal transduction and gene expression, photosynthesis and respiration, hormonal controls during vegetative and reproductive growth, and responses to environmental signals and stresses. Note: Students who do not wish to take the laboratory portion of this course should register for BIOL 323. (No student may take this course after having taken BIOL 323.)
Prerequisites: BIOL 210 or 212 and 252 or 254; CHEM 115, 116, 117 and 118, MATH 115, or permission of the instructor.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Colón-Carmona

BIOL 322
Vascular Plants (Lecture)
The description of this course is the same as BIOL 320; this course consists of lecture sections only; there is no laboratory. (No student may take this course after having taken BIOL 320.)
Prerequisite: BIOL 210 or 212.
3 Lect Hrs, 3 Credits
Staff

BIOL 323
Plant Physiology (Lecture)
The description of this course is the same as BIOL 321; this course consists of lecture sections only; there is no laboratory. (No student may take this course after having taken BIOL 321.)
Prerequisites: Same as for BIOL 321.
3 Lect Hrs, 3 Credits
Mr Colón-Carmona

BIOL 328
Plant Life
An advanced survey of plant diversity, the major groups, their organization and reproduction, the elements of taxonomy and economic botany of vascular plants, and the major issues of conservation biology. Note: Students who do not wish to take the laboratory portion of this course should register for BIOL 329. (No student may take this course after having taken BIOL 329.)
Prerequisites: BIOL 210 or 212, and 252 or 254, or permission of instructor.
3 Lect Hrs, 3 Lab Hrs, 2-3 Field Trips, 4 Credits
Mr Wilkes

BIOL 329
Plant Life (Lecture)
The description of this course is the same as BIOL 328; this course consists of lecture sections only; there is no laboratory. (No student may take this course after having taken BIOL 328.)
Prerequisites: BIOL 210 or 212, and 252 or 254, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Wilkes

BIOL 330
Biology of Fishes
The evolution, ecology, genetics, taxonomy, and structure of fish. Biological problems of general interest are emphasized, such as breeding systems, genetics of sex determination, evolution by means of chromosome duplication, environmental physiology, and migration.
Prerequisites: BIOL 210 and 252, or permission of instructor.
3 Lect Hrs, 3 Credits
Staff

BIOL 331
Biology of Marine Invertebrates
Essential background for those planning to concentrate in organismic biology, evolution, ecology, or applied environmental science. The course covers life histories, ecological roles, adaptations, morphologies, evolution, and classification of marine invertebrate animals. Laboratory includes field trips to local marine communities. Note: Students who do not wish to take the laboratory portion of this course should register for BIOL 333. (No student may take this course after having taken BIOL 333.)
Prerequisites: BIOL 210 or 212, and 252 or 254.
3 Lect Hrs, 6 Lab Hrs, 5 Credits
Mr Rex

BIOL 333
Biology of Marine Invertebrates (Lecture)
The description of this course is the same as BIOL 331; this course consists of lecture sections only; there is no laboratory. (No student may take this course after having taken BIOL 331.)
Prerequisites: BIOL 210 or 212, and 252 or 254.
3 Lect Hrs, 3 Credits
Mr Rex

BIOL 334
Microbiology
The study of viruses, bacteria, algae, fungi, and protozoa, to include their characterization, classification, and relationship to humans and the environment. Lecture topics include microbial biochemistry, cell biology, genetics, taxonomy, pathogenic bacteriology, food and industrial microbiology, and ecology. The laboratory emphasizes aseptic techniques to isolate, culture, observe, and identify bacteria.
Prerequisites: BIOL 210 or 212, and 252 or 254; CHEM 115-116 and 117-118.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Shiaris, Ms Gibson

BIOL 337
Comparative Animal Physiology
Considers physiological principles and problems in a phylogenetic perspective. An integrated view of physiological solutions from the cellular to organismal level is used to discuss adaptations to environments and constraints on life history. Major topics to be considered include temperature responses, biological clocks, allometry, respiration, circulation, energetics, locomotion, and salt and water balance. Note: Students who do not wish to take the laboratory portion of this course should register for BIOL 339. (No student may take this course after having taken BIOL 339.)
Prerequisites: BIOL 210 or 212, CHEM 115-116 and 117-118, MATH 115.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Stevenson

BIOL 338
Insect Life
This course considers physiological and other adaptations that account for the survival and success of insect life. The laboratory deals primarily with the diversity of insects. Brief consideration is also given to the relationship of insects to humans.
Prerequisites: BIOL 210 or 212, and 252 or 254.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Stevenson

Department of Biology

BIOL 339
Comparative Animal Physiology (Lecture)
The description of this course is the same as BIOL 337; this course consists of lecture sections only; there is no laboratory. (No student may take this course after having taken BIOL 337.)
Prerequisites: See BIOL 337.
3 Lect Hrs, 3 Credits
Mr Stevenson

BIOL 340
Marine Mammal Biology
This upper-level course covers the biological ecology of marine mammals (Pinnipeds, Cetaceans, Sirenians), with emphasis on applied population ecology, and conservation issues. Topics include adaptations to marine environments, effects of human exploitation, case studies of population recovery, and multispecies interactions. Many topics make use of mathematical equations.
Prerequisite: BIOL 290, MATH 130, or equivalent.
3 Lect Hrs, 3 Credits
Ms Brault

BIOL 342
Ecology
A course in population and community ecology. Topics include theory and case studies of population dynamics, competition, predation, niche concepts, life history strategies, behavioral interactions, energetics and productivity, community structure and organization, and biogeography.
Prerequisite: BIOL 290, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Ebersole

BIOL 343
Ecology Laboratory
Field trips to local terrestrial and marine communities, laboratory studies of population dynamics and interactions between species, and analytical approaches to ecological data. Some field trips may be scheduled on Saturdays. (Course offered in even-numbered years, fall term.)
Corequisite or Prerequisite: BIOL 342.
1 Lect Hr, 3 Lab Hrs, 2 Credits
Staff

BIOL 344
Ornithology
The biology of birds, with emphasis on problems of wider biological interest in ecology and behavior.
Prerequisites: BIOL 210 or 212, and 252 or 254.
Corequisite: BIOL 345.
3 Lect Hrs, 3 Credits
Staff

BIOL 345
Ornithology Laboratory
Laboratory and field work in ornithology. The course includes some Saturday field trips.
Prerequisites: BIOL 210 or 212, and 252 or 254.
Corequisite: BIOL 344.
3 Lab Hrs, 1 Credit
Staff

BIOL 348
Animal Behavior
The course deals with some topics in the physiology and development of behavior and more extensively with social organization, communication, and ecological aspects of behavior. Emphasis on the function and evolution of behavior.
Prerequisite: BIOL 290 or permission of instructor.
3 Lect Hrs, 3 Credits
Staff

BIOL 349
Methods in Ethology
Observational and experimental analyses of the behavior of a variety of species. Laboratory studies, films, and field trips.
Corequisite: BIOL 348.
5 Lab Hrs, 1 Disc Hr, 3 Credits
Staff

BIOL 352
Evolution
Evolution is a fundamental and unifying concept in biology. The course is designed to provide students with a comprehensive understanding of evolutionary patterns and processes. We begin with a basic understanding of natural selection and use that to explore the tools, mechanisms and questions addressed by contemporary evolutionary biologists. Topics include the history of life as inferred from the fossil record, mass extinctions, population genetics, molecular evolution, adaptation, the evolution of sex, sexual selection, kin selection, life history evolution, speciation, macroevolution and the use of phylogenetic analyses to infer evolutionary relationships.
Prerequisites: BIOL 290 and 252 or 254, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Etter

BIOL 353
Evolution Laboratory
Laboratory investigations of evolutionary processes, including simulations of population genetics, biometric analyses of adaptive morphological features in natural populations, experiments on mimicry, field trips to systematic museum collections and local natural habitats, and phylogenetic analysis of land snails. Concepts of experimental design and statistical analysis are emphasized. (Course offered in the spring semester of even-numbered years.)
Corequisite: BIOL 352.
3 Lab Hrs, 1 Disc Hr, 2 Credits
Mr Ebersole

BIOL 360
Bioinformatics
This course will provide a fundamental overview of bioinformatics, which is the collection, organization, and analysis of biological information. Topics include data searches and sequence alignments, substitution patterns, phylogenetics, genomics, protein and RNA structure prediction, and proteomics. Designed as a required course for biotechnology track students and other students interested in biotechnology careers or graduate study in biological sciences.
Prerequisites: BIOL 252 or 254 or permission of the instructor.
3 Lect Hrs, 3 credits
Staff

BIOL 370
Molecular Biology
The molecular biology and biochemistry of gene expression in procaryotes and eucaryotes. Topics include DNA structure/physical biochemistry, recombinant DNA technology, techniques in research, DNA synthesis, RNA synthesis, protein synthesis, operons, chromatin structure and gene regulation, oncogenes, hormones and growth factors and signal transduction, transposons, mutagenesis and repair, flowering, photosynthesis, development, circadian rhythms, etc. Laboratories emphasize basic research techniques. (No student may take this course after having taken BIOL 372.)
Prerequisites: BIOL 210 or 212, and BIOL 252 or 254; BIOCHM 383 and 385, or permission of the instructor.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Ackerman

Department of Biology

BIOL 372
Molecular Biology (Lecture)
The description of this course is the same as BIOL 370; this course consists of lecture sections only; there is no laboratory. (No student may take this course after having taken BIOL 370.)
Prerequisites: BIOL 210 or 212, and BIOL 252 or 254; BIOCHM 383, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Ackerman

BIOL 378
Introduction to Immunology
An introduction to the principles of immunology including definition of antigens and antibodies, specificity of the immune response, immunoglobin structure, the genetics of immunoglobin synthesis, cellular cooperation in the immune response, mechanism of inflammation, transplantation, diseases associated with responsiveness of the immune system. (No student may take this course after having taken BIOL 380.)
Prerequisites: BIOL 210 or 212, and 252 or 254, and CHEM 115, 116, 117 and 118, or permission of the instructor.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Beck

BIOL 380
Introduction to Immunology (Lecture)
The description of this course is the same as BIOL 378; this course consists of lecture sections only; there is no laboratory. (No student may take this course after having taken BIOL 378.)
Prerequisites: See BIOL 378.
3 Lect Hrs, 3 Credits
Mr Beck

BIOL 381
Special Topics
Detailed study of a specialized field of biology. Several topics may be offered each semester.
Prerequisite: Permission of instructor.
Hrs by arrangement, 1-4 Credits

BIOL 395
Biotechnology
This course is designed to introduce students to methodologies and approaches in the biotechnology industry. The course focuses on the scientific principles and the applications of microbiology, cell biology, immunology, and molecular biology in the medical, pharmaceutical, chemical, and agricultural industries.
Prerequisites: BIOCHM 383 and permission of the instructor.
Corequisite: BIOL 370.
3 Lect Hrs
Mr Campbell

BIOL 444
Cooperative Education Field Placement in Biology
A work placement in an off-campus biological laboratory or field setting where a student carries out an approved project comparable in depth and scope to an advanced undergraduate biology course. The maximum amount of credits given is six, which can all be taken in one semester or apportioned into two semesters of three credits each. The department appoints one or more faculty to serve as co-sponsors. All placements are for six months. Full-time: six credits. Half-time: three credits.
Prerequisites: Junior standing; BIOL 210 or 212, and 252 or 254; cumulative grade point average of 2.5 or higher in all courses, and grade point average of 2.5 or higher in science and mathematics courses.
Hrs by arrangement, 3-6 Credits

BIOL 478
Independent Study I
An opportunity for qualified, advanced students to work on a specialized topic or research project in biology under the guidance of a faculty advisor. The course is normally taken for 3 credits per semester. Enrollment may be for one semester, but students are strongly urged to enroll for a full year. This course can be taken in the summer. BIOL 478 and 479 do not count toward biology major requirements. Laboratory and field work.
Prerequisites: 2nd semester junior standing and permission of a research director.
Hrs by arrangement, 1-3 Credits

BIOL 479
Independent Study II
See BIOL 478.

Graduate Courses

Most graduate-level courses in biology are open to undergraduates. Please contact the department office for further information.

BIOLOGY OF HUMAN POPULATIONS PROGRAM

The Program

The program is designed to expose interested biology majors to a number of anthropology courses, primarily in biological anthropology. A second goal is to assure that anthropology majors concentrating in biological anthropology achieve a strong foundation in the basic biological sciences. The program should be of particular interest to premedical and predental students and to anthropology and biology majors considering graduate work in areas involving the biology of human populations. Applications to the program from non-matriculated students require the approval of the director.

Requirements

Any student majoring in anthropology or biology may also choose to enter the Biology of Human Populations Program. Program participants are required to take the courses listed below. All courses within the student's major count toward departmental major requirements as well as toward program requirements. For matriculated students, successful completion of the program is recorded on official university transcripts. Non-matriculated students receive a certificate of completion.

Anthropology

- ANTH 100C (Culture and Human Behavior) or
- ANTH 103 (Introduction to Cultural Anthropology)
- ANTH 212 (Human Variation)
- ANTH 316 (Nutrition, Growth, and Behavior) and two from the following list of courses
- PSYCH 270 (Statistics)
- ANTH 313 (Developmental Models in Human Evolution)
- ANTH 317 (Human Epidemiology)
- ANTH 412 (Issues in Biological Anthropology)

Biochemistry

- BIOCHM 383 (Biochemistry I)

Biology

- BIOL 111, 112 (General Biology I and II)
- BIOL 210 (Cell Biology)
- BIOL 252 (Genetics) or
- BIOL 254 (Genetics/lecture only)
- BIOL 290 (Population Biology and one from the following list of courses:
- BIOL 312 (Developmental Biology and Embryology)
- BIOL 313 (Developmental Biology and Embryology/lecture only)
- BIOL 316 (Neurobiology)
- BIOL 318 (Neurobiology/lecture only)
- BIOL 317 (Endocrinology)
- BIOL 319 (Endocrinology/lecture only)
- BIOL 342 (Ecology)
- BIOL 352 (Evolution)

A grade point average of 2.0 or better is required for successful completion of the program. Courses taken on a pass/fail basis may not be used to satisfy program requirements.

Transfer Credit Policy

The approval of transfer credits will be considered on a case-by-case basis by the program director.

Information

The Biology of Human Populations Program accepts students only as resources permit. For further information about the program, students should contact the Anthropology Department.

DEPARTMENT OF CHEMISTRY

Faculty

Robert L Carter, Associate Professor and Chair; Associate Professors Jason Evans, Michelle Foster, Marietta Schwartz, Hannah Sevian, Bela Torok, Wei Zhang; Assistant Professors Timothy Dransfield, Deyang Qu, Jonathan Rochford, Marianna Torok; Instructor Kenneth F Cerny

The Department

The Chemistry Department at UMass Boston, located in the Science Building, enjoys modern well-equipped laboratories and state-of-the-art equipment.

The program has been designed to prepare students for the challenges that face the chemist in a modern society. Graduates may go directly into industry or may continue their education at the graduate level in chemistry, medicine, dentistry, or other fields. Both lectures and discussion sections in most first and second year courses are conducted by faculty members who bring to the subject their experience in teaching and research to help make students aware of current developments in the field. Faculty members direct laboratories as well, and with the aid of teaching assistants, are able to give individual attention to smaller groups of students during laboratory sessions.

Active research participation by undergraduate students is highly encouraged. Working closely with individual faculty members in the laboratory, students attain a high level of scientific experience and professional maturity.

Requirements

The Major

For the BA in Chemistry

The department requires 46 credits in chemistry, including the following courses:

- CHEM 115-117; CHEM 116-118 (Principles of Chemistry I and II, and labs)
- CHEM 251-255; CHEM 252-256 (Organic Chemistry I and II, and labs)
- CHEM 311-313; CHEM 312-314 (Analytical and Physical Chemistry, and labs)
- CHEM 369- 379 (Chemical Structure, and lab)
- CHEM 370- 371 (Inorganic Chemistry, and lab)

* Chemistry Capstone Requirement (see below)

In addition, chemistry majors must complete two semesters of calculus (MATH 140-141) and two semesters of calculus-level physics with laboratory (PHYSIC 113-114; PHYSIC 181-182).

For the BS in Chemistry (ACS Certified)

The chemistry department has been authorized by the American Chemical Society to offer an ACS-certified BS degree in chemistry. Requirements for this degree include all courses required for the BA, plus:

- BIOL 111 (General Biology I)
- BIOCHM 383 (Biochemistry I)
- One chemistry/biochemistry elective that is a laboratory course (such as CHEM 351, CHEM 361, or BIOCHM 385, among others)
- One other chemistry/biochemistry elective at the 300 level or above

Capstone Requirement

Students majoring in Chemistry must, during their senior year, register for CH 491 (Senior Thesis). This course requires the student to undertake a research project, either in the laboratory or literature-based research, culminating in the preparation of a research paper of significant length. The student will also present the work orally at the end of the semester. Research topics must be approved by the faculty mentor before research begins. A grade of at least C in the capstone is required for graduation.

For the Combined BS/MS Degree in Chemistry

The Chemistry Department offers a combined BS/MS degree track, designed to offer talented and motivated students the opportunity to attain a master's degree in five years. Students who plan to enter this program should have a solid high school record, particularly in chemistry, mathematics, physics, and English. Requirements for this degree include

- All chemistry courses required for the BA.
- The requirements for the MS degree in chemistry (33 credits). The master's program is described in the University's graduate bulletin.
- A minimum of 11 credits of elective chemistry courses, chosen from departmental offerings.

The student completing these requirements will receive both the BS in chemistry and the MS in chemistry. No degree is awarded until the requirements are complete. To be retained in the program, students must maintain a GPA of 2.0 in undergraduate chemistry and biochemistry courses and grades of B or better in graduate chemistry courses.

Admission to this program is by application only. Complete information is available at the department office.

Grade Point Average

To graduate with the major in chemistry (the BA, BS, or the ACS-certified BS), the student must have a final grade point average of 2.0 in chemistry.

Pass/Fail Option

No chemistry or biochemistry courses taken pass/fail will count towards the major. One math or physics course can be taken pass/fail, with prior departmental approval.

The Minor

Students majoring in another discipline (with the exception of Biochemistry) may minor in Chemistry. The Chemistry Minor consists of a selection of elementary and advanced courses that expose the student to a variety of topics. It covers the basic chemical principles and offers various options for advanced study that can be tailored to the particular interests of the student.

The only required courses for the Chemistry Minor are Chemical Principles I & II (with required laboratories). To complete the minor, a student must take three (3) additional lecture courses and three (3) additional laboratory courses, thereby furnishing the student with both theoretical and practical understanding in their chosen area of concentration. At least two of the lecture and at least two of the laboratory courses must be at the 300-level or higher; and no more than one of these 300–400 level lecture courses may also be used to satisfy the student's declared Major requirements. At least twelve (12) credits of chemistry course work must be taken at UMass Boston. The student must achieve at least a 2.0 GPA in the chemistry courses that are counted towards the minor. Students may not take any 300-level (or above) chemistry courses pass/fail for the Chemistry Minor; and only one of all the courses taken for the Chemistry Minor may be taken on a pass/fail basis.

Students should discuss their program with either the Chemistry Department Chair or a chemistry advisor.

Department of Chemistry

Recommendations

Beyond the minimum requirements for the degree, chemistry majors are encouraged to take elective courses chosen from among the following offerings: CHEM 351 (Organic Qualitative Analysis), BIOCHM 383 and 385 (Biochemistry with lab), CHEM 361 (Analytical Instrumentation), and CHEM 478 (Readings in Chemistry). Research participation for credit generally begins in the junior or senior year with enrollment in CHEM 481 and 482 (Advanced Laboratory in Chemistry) or CHEM 491 (Senior Thesis in Chemistry).

In addition to the preceding undergraduate offerings, qualified students may enroll for undergraduate credit in the department's offerings for the Master's and Doctoral Degree Programs in Chemistry. Suitable courses include

- CHEM 601 (Thermodynamics and Kinetics)
- CHEM 602 (Quantum Mechanics and Spectroscopy)
- CHEM 611 (Inorganic Chemistry: Synthesis and Analysis
- CHEM 612 (Inorganic Chemistry: Structure and Reactivity)
- CHEM 621 (Synthetic Organic Chemistry)
- CHEM 622 (Physical Organic Chemistry)
- CHEM 658 (Medicinal Chemistry)
- CHEM 671 (Introduction to Green Chemistry)

A list of current graduate course offerings is available from the department office.

Additional course work in mathematics, physics, or biology is also encouraged.

Any student interested in majoring in chemistry should immediately contact the Chemistry Department to be assigned a faculty advisor who will help plan a sequence of courses suitable to the student's interests.

Advanced Work

The department encourages its majors to take CHEM 481 and 482 (Advanced Laboratory) in addition to the required CHEM 491 (Senior Thesis). These courses provide a unique learning experience for the undergraduate scholar. Students are guided in advanced level laboratory work by members of the faculty in the faculty members' research laboratories.

Honors

Students may be awarded departmental honors in chemistry by satisfying either of the following sets of requirements:

Option One:

1. maintaining a cumulative average of at least 3.0, and
2. maintaining a cumulative average in chemistry courses of at least 3.5.

Option Two:

1. maintaining a cumulative average of at least 3.0,
2. maintaining a cumulative average in chemistry courses of at least 3.3,
3. satisfactorily completing a minimum of three credit hours of CHEM 491 (Senior Thesis in Chemistry), and
   - satisfactorily defending a thesis that the Chemistry Department faculty deems worthy of honors recognition.

Litton Industries Scholarship

Two scholarships established by Litton Industries are awarded to undergraduate students majoring in science or mathematics who will be at the junior or senior level in the coming fall semester. Prospective candidates should see the department chairperson for more information.

Alton J Brann Scholarship

Two scholarships established by Alton J Brann are awarded to undergraduate students majoring in science or mathematics who have a minimum of 30 credits but no more than 90 credits. Prospective candidates should see the department chairperson for more information.

For both scholarships, the selection of the scholarship winners will be based primarily upon the student's scholastic achievement and character. Financial need will not be a primary factor. Qualified students may apply directly or may be nominated by a faculty member. Applications and nominations must contain both a letter from the student stating his or her goals and aspirations and a letter from a faculty member who has reviewed the student's qualifications for the award.

Transfer Credit Policy

Approval of the department chairperson is required for transfer credit to fulfill major requirements. A minimum of 16 credit hours must be taken within UMass Boston's Chemistry Department; these courses must be at or above the 300 level.

Note: Students may not receive graduation credit for more than one introductory two-course sequence in chemistry. Thus, a student can receive credit for, at most, one of the following first-semester courses: CHEM 101, 103, 107, or 115; and for, at most, one of the following second-semester courses: CHEM 102, 104, 108, or 116.

CLEP/AP Credit Policy

Students may receive CLEP or AP credit for chemistry in the following cases:

(a) Students who have taken the Advanced Placement Examination in Chemistry and have scored a "3" will be exempted from taking CHEM 115-117 (Chemical Principles I and lab) at UMass Boston.

(b) Students who score a "4" or higher on the AP exam will be exempted from taking CHEM 115-117 and CHEM 116-118 (Chemical Principles I and II and labs) and will be granted three natural science distribution credits (i.e., one course) towards graduation.

(c) The Chemistry Department accepts a score of 50 and above on the CLEP exam. Students who meet this requirement will be exempted from CHEM 115-117 and CHEM 116-118 (Chemical Principles I and II and labs) and will receive six natural science distribution credits towards graduation (i.e., two courses). For more information on the CLEP exam, contact the University Advising Center.

Students who have received natural science distribution credits by means of either the CLEP or the AP examination and who subsequently take CHEM 115-117, Chemical Principles I and lab, and/or CHEM 116-118, Chemical Principles II and lab, at UMass Boston will have the credits received through CLEP or AP scores replaced with credits received from the chemistry course or courses.

Specifically, students who scored a "4" or higher on the AP exam will have three natural science distribution credits replaced; students who scored "50" or above on the CLEP will have three natural science distribution credits replaced for each Chemical Principles course taken.

The Biochemistry Major

This major is jointly administered by the Departments of Chemistry and Biology. For further information, see the "Biochemistry Major" section of this publication.

Department of Chemistry

Double Major/Minor Policy

Students majoring in chemistry may minor in another department or program, or may undertake a double major in another department or program, but may not undertake a double major in biochemistry.

Courses

CHEM 101
Chemical Science I
An introductory course for non-science majors. The basic principles of atomic theory, the periodic table, chemical bonding, thermochemistry, environmental chemistry, and nuclear chemistry. This course is intended for students of the social sciences and humanities.
3 Lect Hrs, 1 Disc Hr, 3 Credits

CHEM 111L (ENVSTY 111L)
Environmental Concerns and Chemical Solutions
Human society is constantly facing such environmental issues and problems as ozone depletion, air pollution, acid rain, and the dangers of nuclear energy. This course provides students with a foundation in chemistry that can be used to examine these and other environmental concerns. A combination of hands-on-work and small-group projects illustrates the science behind these issues, and helps students develop an unbiased view.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 1 Disc Hr, 3 Credits

CHEM 115
Chemical Principles I
Introduction to the fundamental principles of chemistry including atomic structure, stoichiometry, the periodic table of the elements, chemical bonding, molecular structure, and states of matter based on kinetic theory. This course is intended for majors in any of the sciences, including pre-dental, pre-medical, and pre-engineering students
Prerequisite: A passing grade in MATH 115 or placement into MATH 130 or higher. Math 125 does not satisfy the mathematics prerequisite.
Corequisite: CHEM 117.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 1 Disc Hr, 3 Credits

CHEM 116
Chemical Principles II
Introduction to acid-base systems, elementary thermodynamics, chemical kinetics and equilibria, electrochemistry, oxidation-reduction reactions, and a survey of the chemical properties of elements based on principles already introduced. This course is intended for majors in any of the sciences, including pre-dental, pre-medical, and pre-engineering students.
Prerequisite: CHEM 115 and 117.
Corequisite: CHEM 118.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 1 Disc Hr, 3 Credits

CHEM 117
Chemical Principles I Laboratory
Laboratory (accompanies CHEM 115, the lecture component of the course) presents an introduction to methods of quantitative chemical techniques. Students taking CHEM 117 must either be currently enrolled in CHEM 115 or have previously completed CHEM 115 with a passing grade.
Corequisite: CHEM 115.
Distribution Area: Natural Sciences (NS).
4 Lab Hrs, 2 Credits

CHEM 118
Chemical Principles II Laboratory
Laboratory (accompanies CHEM 116, the lecture component of the course) presents an introduction to qualitative and quantitative analysis. Students taking 118 must either be currently enrolled in CHEM 116 or have previously completed CHEM 116 with a passing grade.
Prerequisite: CHEM 115 and 117.
Corequisite: CHEM 116.
Distribution Area: Natural Sciences (NS).
4 Lab Hrs, 2 Credits

CHEM 130
Physiological Chemistry
This course provides a foundation of the chemistry principles relevant to physiological systems and processes. Quantitative and descriptive tools are presented and developed so as to provide a basis for understanding metabolic pathways and biological structures at the molecular level. Fundamentals of atomic and molecular structure, energetics, and reaction dynamics will be studied in a context that illustrates the molecular mechanisms of life processes.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr, 4 Credits

CHEM 251
Organic Chemistry I Lecture
Introduction to the structure and synthesis of organic molecules, the reactions of the principal functional groups, and the basis theory of organic chemistry. The prediction of reaction products using reaction mechanisms, and the determination of organic structure using spectroscopy. The underlying role of stereochemistry in organic structure and reactions will be emphasized.
Prerequisite: CHEM 116 and 118.
Corequisite: CHEM 255.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr, 4 Credits

CHEM 252
Organic Chemistry II Lecture
Fundamental principles and advanced topics in organic chemistry. Carbonyl chemistry is covered in particular detail, using principles of stereochemistry, stereoelectronic theory, and molecular orbital theory as a foundation. Students learn about strategies in multi-step organic synthesis and are given an introduction into organometallic chemistry.
Prerequisite: CHEM 251.
Corequisite: CHEM 256.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr, 4 Credits

CHEM 255
Organic Chemistry I Laboratory
Laboratory (accompanies CHEM 251, the lecture component of the course) presents an introduction to organic laboratory techniques such as extraction, distillation, and recrystallization. Students taking CHEM 255 must be currently enrolled in CHEM 251.
Prerequisite: CHEM 118.
Corequisite: CHEM 251.

CHEM 256
Organic Chemistry II Laboratory
Laboratory (accompanies CHEM 252, the lecture component of the course) presents an introduction to organic synthesis. Students taking CHEM 256 must be currently enrolled in CHEM 252.
Prerequisite: CHEM 255.
Corequisite: CHEM 252.

CHEM 311
Analytical Chemistry
This course is an introduction to analytical and solution chemistry. Topics include solubility, acid-base, redox and complexation equilibria and ionic activity coefficients with applications to gravimetric, titrimetric, chelometric, electrolytic and spectrophotometric methods of analysis. Equilibrium principles are applied to a variety of separation techniques as well. (Course offered in the fall only.)
Prerequisites: CHEM 116, MATH 140 and PHYSIC 113.
3 Lect Hrs, 1 Disc Hr, 4 Credits

Department of Chemistry

CHEM 312
Physical Chemistry
This is an introductory course in chemical thermodynamics, kinetic theory and classical chemical kinetics. Topics include the First, Second, and Third Laws of Thermodynamics with special application to chemical transformations. Phase equilibria and the phase rule are discussed in detail. A discussion of chemical kinetics includes rate laws, order, molecularity, and activation parameters. (Course offered in the spring only.)
Prerequisite: CHEM 311.
3 Lect Hrs, 1 Disc Hr, 4 Credits

CHEM 313
Analytical Chemistry Laboratory
This course provides practical laboratory experience with a variety of analytical methods. These include titrimetric, spectrophotometric, conductometric, potentiometric and electrolytic methods as well as ion exchange and solvent extraction separations. (Course offered in the fall only.)
Prerequisite: CHEM 118, MATH 140 and PHYSIC 113.
Corequisite: CHEM 311.
1 Lect Hr, 3 Lab Hrs, 2 Credits

CHEM 314
Physical Chemistry Laboratory
This is a laboratory course designed to illustrate various topics discussed in CHEM 312 and to introduce data analytical methods including statistics and error propagation. (Course offered in the spring only.)
Prerequisite: PHYSIC 181 and CHEM 313.
Corequisite: CHEM 312.
1 Lect Hr, 3 Lab Hrs, 2 Credits

CHEM 351
Organic Qualitative Analysis
Theory and practice in organic compound separation and identification employing classical and instrumental methods. (Course offered in the fall only.)
Prerequisite: CHEM 252 and CHEM 256.
1 Lect Hr, 6 Lab Hrs, 3 Credits

CHEM 361
Analytical Instrumentation
Principles and use of instrumental methods in analysis. (Course offered in the spring only.)
Prerequisites: CHEM 311 and 369.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

CHEM 369
Chemical Structure
Introduction to fundamental theories concerning the structure of atoms and molecules. Discussion of the application of spectroscopic methods in structure elucidation. (Course offered in the fall only.)
Corequisite: CHEM 379.
Prerequisites: CHEM 104, MATH 141, PHYSIC 114, and one physics laboratory.
3 Lect Hrs, 1 Disc Hr, 4 Credits

CHEM 370
Inorganic Chemistry
Discussion of the fundamental principles of theoretical and descriptive modern inorganic chemistry. (Course offered in the spring only.)
Prerequisite: CHEM 369.
Corequisite: CHEM 371.
3 Lect Hrs, 1 Disc Hr, 4 Credits

CHEM 371
Inorganic Chemistry Laboratory
This course provides practical laboratory experience in synthesis, reactivity, and characterization of inorganic compounds. (Course offered in the spring only.)
Prerequisite: CHEM 369.
Corequisite: CHEM 370.
1 Lect Hr, 3 Lab Hrs, 2 Credits

CHEM 379
Chemical Structure Lab
Spectroscopy applied to chemical problems. Absorption and emission spectra, magnetic resonance and mass spectroscopy are used in the laboratory work. (Course offered in the fall only.)
Corequisite: CHEM 369.
3 Lab Hrs, 1 Disc Hr, 2 Credits

CHEM 408
Chemical Computation
A survey of methods of chemical data acquisition, analysis, and graphical presentation, with emphasis on the use of personal computers for such purposes.
Prerequisites: CHEM 311 and 313 or permission of instructor.
3 Lect/Lab Hrs, 3 Credits

CHEM 444
Cooperative Education Field Experience in Chemistry
The Cooperative Education Program in Chemistry places students in work assignments directly related to chemistry. Three credits are awarded for a full-time, six-month assignment; fewer credits are awarded for part-time placement. Credits are awarded only upon successful completion of the prospectus. A maximum of six credits may be earned through the program.
Prerequisites: CHEM 311 and 313; or CHEM 369 and 370; a cumulative grade point average of 2.5.
Hrs by arrangement, 1-3 Credits

CHEM 458
Medicinal Chemistry
This upper-level course presents the principles of medicinal chemistry. Organized along pharmacological lines, the course considers the development and design of drugs, those a) acting on the central and peripheral nervous system; b) acting on the cardiovascular, hematopoietic and renal systems; and c) acting as chemotherapeutic agents, vitamins, and hormones. Special emphasis is given to drugs used in emergencies and to drugs described in the United States Pharmacopoeia and National Formulary. Syntheses of important compounds in the various categories are presented.
Prerequisites: CHEM 252 or CHEM 254.
3 Lect Hrs, 3 Credits

CHEM 470
Chemical Applications of Group Theory
Application of symmetry and group theoretical methods to various aspects of chemistry. Foundations cover basic definitions and theorems, molecular symmetry, symmetry groups and group representations. Applications to bonding include hybridization of atomic orbitals and symmetry-adapted molecular orbital theory. Spectroscopic applications include electronic (crystal field theory) and vibrational spectroscopy. (Course offered in the fall only.)
Corequisite or Prerequisite: CHEM 369.
2 Lect Hrs, 2 Credits

CHEM 471
Introduction to Green Chemistry
This course probes aspects of chemistry that are designed to benefit society and that search for pathways to minimize environmental impact. The course first studies a specific environmental problem in depth, then probes the pragmatic implications of discoveries in the field, and finally provides an array of representative green chemistry examples.
Prerequisite: CHEM 254. CHEM 312 recommended.
3 Lect Hrs, 1 Disc Hr, 3 Credits

CHEM 476
Historical and Philosophical Background of Selected Chemical Theories
This course presents the historical and philosophical background of selected basic chemical theories. For each theory chosen, participants review the science in its present form, study older theories that explained the same phenomena, and explore the history of the development from

Department of Chemistry

the older to the newer theory. Philosophical questions concerning the structure of scientific theories are also discussed.
Prerequisite: CHEM 311 or CHEM 369 or permission of instructor.
3 Lect Hrs, 3 Credits

CHEM 478
Readings in Chemistry
Topics vary depending on instructor.
Hrs by arrangement, 1-4 Credits

CHEM 479
Readings in Chemistry
See CHEM 478.

CHEM 481
Advanced Laboratory in Chemistry I
Special laboratory topics under individual guidance by faculty member. (Course offered in the fall only.)
Prerequisites: CHEM 254 or 256 and any two of the following: CHEM 311, 312, 369, 370.
3-12 Lab Hrs, 1-4 Credits

CHEM 482
Advanced Laboratory in Chemistry II
See CHEM 481. (Course offered in the spring only.)

CHEM 491
Senior Thesis
Laboratory or literature investigation by the student under the guidance of the faculty advisor. A research paper of significant length and an oral presentation are required. This course is intended to fulfill the Chemistry capstone requirement.
Prerequisites: CHEM 254 or 252 and any two of the following: CHEM 311, 312, 369, 370.
2 Lect Hrs, 8 Lab Hrs, 4 Credits

Graduate Courses

Under certain circumstances, most graduate-level courses in chemistry are open to undergraduates. Please contact the program office for further information.

COGNITIVE SCIENCE MINOR

Director: Professor Erik Blaser, Psychology

The Program

Cognitive science is an interdisciplinary field that studies the brain and mind: the development, underlying processes, and implementation of language, perception, memory, problem-solving, learning, and other intelligent capacities. Many areas of scholarship—computer science, linguistics, philosophy, psychology, anthropology, sociology, biological sciences, mathematics, economics, and engineering—contribute to the study of cognitive science.

The goal of the cognitive science minor, which is a joint program of the Psychology and Computer Science Departments, is to help students gain both content knowledge and analytical skills. The minor has two required courses—Introduction to Cognitive Science (which counts toward the social/behavioral science distribution requirement) and Statistics—as well as a requirement of four electives. Electives are chosen from a list of courses (see below) that are relevant to cognitive science. Additionally, students are encouraged to get involved in research through research assistantships, directed studies, and the Honors Program.

Students may declare the minor by picking up a "Declaration of Minor" form in the Psychology Department: M-4/204.

Requirements for the Minor in Cognitive Science

1. The minor requires six courses (two required and four elective).
2. *At most, two 100-level courses may count toward this minor.*
3. *At least two courses must be taken at the 300 level or above.*
4. Only one course from the student's major or other minor may count toward this minor (e.g., a psychology major/minor may only count one psychology course. *NOTE: Psychology majors/minors should enroll in 271L as a CS course).*
5. The student may count one semester of directed/independent study OR one semester of research apprenticeship OR both semesters of honors research/thesis, but the student must seek prior approval from the Cognitive Science Program director; documentation must be provided that the project is related to cognitive science.

Approved Courses

Required Courses (2 Courses)

PSYCH/CS 271L Intro to Cognitive Science

PSYCH 270Z Statistics (or SOCIOL 350, ECON 205, MATH 125, PHYSIC 350)

Elective Courses [choose four] (with restrictions, see above)

ANTH 105 Introduction to Biological Anthropology

ANTH 210 Biosocial Bases of Human Behavior

ANTH 281 The Structure of Human Language

ANTH 310 Primate Behavior

ANTH 478/479 Directed Study

ANTH 490/491 Independent Research

BIOL 316 or 318 Neurobiology

BIOL 348 Animal Behavior

BIOL 349 Methods in Ethology

BIOL 352 Evolution

BIOL 478/479 Independent Study

CS 110 Introduction to Computing

CS 420 Intro to the Theory of Computation

CS 470 Intro to Artificial Intelligence

CS 478 Independent Study

CS 498 Honors Thesis

ECON 351 Economic Philosophy

LING 201 Introduction to Linguistics

LING 203 Speech Sounds and Theory

LING 310 Trans. Syntax: Intro to Chomskyian Ling

LING 479 Independent Study

PHIL 120 Introduction to Logic

PHIL 121G Mind and Reality

PHIL 227 Existentialism and Phenomenology

PHIL 344 The Philosophy of Mind

PHIL 345 Theory of Knowledge

PHIL 414 Contemporary Analytic Philosophy

PHIL 478/479 Independent Study

PSYCH 201 Intro to Behavioral Research

PSYCH 341 Infancy & Childhood Development

PSYCH 350 Learning and Memory

PSYCH 355 Perception

PSYCH 360 Behavioral Neuroscience

PSYCH 346 Language Development

PSYCH 447 Cognitive Development

PSYCH 450 Cognitive Psychology

PSYCH 460 Neurophys. Higher Cog Processes

PSYCH 462 Psychopharmacology

PSYCH 467 Evolution and Behavior

PSYCH 466 Hormones and Behavior

PSYCH 455 Adv Topics in Visual Perception

PSYCH 476 Expt Methods: Physiological

PSYCH 475 Expt Methods: Learning & Percept.

PSYCH 486 Research Apprenticeship

PSYCH 488/489 Directed Study in Psychology

PSYCH 496/497 Honors Research

SOCIOL 101 Introduction to Sociology

SOCIOL 281 Society and the Individual

SOCIOL 310 Socialization

SOCIOL 350L Methods of Sociological Research

SOCIOL 440 Society of Knowledge and Ignorance

SOCIOL 479 Directed Study in Sociology

DEPARTMENT OF COMPUTER SCIENCE

Faculty

Peter Fejer, Professor and Chair; Professors Ethan Bolker, Robert Morris, Elizabeth O'Neil, Patrick O'Neil, Dan Simovici; Associate Professors William Campbell, Marc Pomplun; Assistant Professors Wei Ding, Nurit Haspel, Jun Suzuki, Duc Tran; Lecturers Ron Cheung, Robert Wilson; Emeritus Professors Richard Eckhouse, Richard Tenney

The Department

The Department of Computer Science offers a BS degree and a BA degree. Our BS program is accredited by ABET, which assures quality for degree programs in applied science, computing, engineering, and technology. The BS provides a rigorous education in theory and practice of computer science in addition to outside science courses. Our BA program provides a similar education in the theory and practice of computer science, with more of an emphasis on outside humanities. Either degree can be used as a basis for many jobs in industry or for graduate work in computer science and other fields. We have an honors program for students who complete an honors thesis.

Students who are majoring in other fields may also pursue a program in computer science, which is equivalent to a minor and may be a useful supplement to their education in many other fields that use computers today. We also provide CS 105 "Computer Concepts," introducing computer literacy for non-majors.

In addition, we offer two undergraduate CS certificate programs for non-degree-seeking students. The major certificate provides an education equivalent to our BA and may be beneficial for students having undergraduate degrees in other fields who want to demonstrate their competence in computer science. The minor certificate provides a fundamental core education in computer science that may be appropriate for students who need a computer science education in their career field.

We offer a curriculum stressing software development. It provides training appropriate for students with interests in areas such as systems programming, compiler development, artificial intelligence, database management, and software engineering. An aptitude for logical reasoning and mathematics is needed to complete the major successfully, partly because designing programs to solve problems requires good problem-solving skills and partly because some of the requirements are relatively advanced theoretical computer science and mathematics courses.

Requirements and Recommendations

Students may start the CS major, minor, or certificate programs with either CS 110 or CS 114L and CS 115L. Students should consult their advisor or the instructor for these courses to get specific guidance on which path is more likely to be suitable for them.

Some students may find that their scores on the math placement test indicate that they are not yet qualified to take CS 110 and MATH 140 or CS 114 and MATH 130. Such students will begin their course work with MATH 130 (Pre-calculus) or possibly MATH 115 (College Algebra). Credits earned in those courses count toward the degree, but not toward the major.

The Bachelor of Science Degree

The department requirements for a bachelor of science degree with a major in computer science, based on the date the major is declared, are given below.

Degree-seeking students must also satisfy the other requirements of the college, such as the core requirements, the English requirement, and the Writing Proficiency Examination requirement. These are not listed here.

BS in Computer Science/Major Declared September 1, 2002, or Later

The current department requirements are listed below:

1. CS 110 or CS 115L; CS 210; CS 240; CS 285L;CS 310; CS 320L; CS 341; CS 410 (this will be the capstone course for the major); CS 420; CS 444; CS 450; and CS 451 or CS 651 (students who declared their major prior to 01/27/03 may replace CS 285L with an additional computer science elective).
2. MATH 140; MATH 141; MATH 260; and MATH 345.
3. PHYSIC 113; PHYSIC 181; PHYSIC 114; and PHYSIC 182.
4. One science elective. Information on allowable electives may be obtained in the department office.
5. Two computer science electives chosen from: CS 430; CS436; CS 437; CS 446; CS 460; CS 470; CS 615; CS 620; CS 622; CS 624; CS 630; CS 634; CS 636; CS 637; CS 639; CS 641; CS 644; CS 646; CS 647; CS 648; CS 670; CS 672; CS 675. With prior permission, it may be possible to take an independent study course in place of one of the above.
6. At least four 300-, 400-, or 600-level computer science or mathematics courses must be taken at UMass Boston. This limits the number of transfer courses that may be applied toward a degree.
7. A major must maintain a C average (2.0 GPA) in all of the above. Only courses taken at UMass Boston are averaged.

Sample Program for the Major

We present below a possible sequence of mathematics and computer science courses leading to satisfaction of the department requirements in four years. We do not show courses in other departments.

This schedule is only an example, not a prescription or a recommendation. Programs of study will vary depending on students' interests and abilities. Stronger students may wish to do more than meet the minimal requirements.

1. CS 110, MATH 140
2. CS 210, MATH 141, PHYSIC 113, PHYSIC 181
3. CS 240, MATH 260, PHYSIC 114, PHYSIC 182
4. CS 310, CS 341, CS 320L
5. CS 285L, CS 450, MATH 345
6. CS 420, CS 451, science elective
7. CS 444, computer science elective
8. CS 410, computer science elective

BS in Computer Science/Major Declared Prior to September 1, 2002

The requirements include: The same courses as required for the bachelor of arts degree prior to September 1, 2002, plus six science courses outside of the Department of Computer Science. These courses must be suitable for majors in other sciences and must include PHYSIC 113 and 114 and a laboratory course. None of these six courses may be taken pass/fall. Information on allowable electives may be obtained in the department office.

Before deciding to invest the time necessary to take six outside science courses to earn a BS instead of a BA degree, a student should seriously consider strengthening his or her computer science background by electing to follow the current requirements for a BS declared after September 1,

Department of Computer Science

2002. Please see your department advisor for guidance.

Bachelor of Arts in Computer Science

The department requirements for a bachelor of arts degree with a major in computer science, based on the date the major is declared, are given below.

Degree-seeking students must also satisfy the other requirements of the college, such as the core requirements, the English requirement, and the Writing Proficiency Examination requirement. These are not listed here.

BA in Computer Science/Major Deciared September 1, 2002, or Later

The current department requirements are listed below:

1. CS 110 or CS 115L; CS 210; CS 240; CS 310; CS 320L; CS 341; CS 420; and CS 450.
2. MATH 140; MATH 141; and MATH 260.
3. Two applied computer science electives chosen from the following list. (One of these choices must be CS 444; or CS 451 which will be the capstone course for the major.) CS 410; CS 430; CS 436; CS 437; CS 444; CS 446; CS 451; CS 460; CS 470; CS 615; CS 630; CS 634; CS 636; CS 637; CS 639; CS 641; CS 644; CS 646; CS 647; CS 648; CS 651; CS 670; CS 672; CS 675. With prior permission it may be possible to take an independent study course in place of one of the above.
4. One theoretical elective from among: MATH 345; MATH 346; MATH 360; MATH 425; MATH 458; MATH 470; CS 620; CS 622; and CS 624.
5. One additional elective, either theoretical or applied.
6. At least four 300- 400- or 600-level computer science or mathematics courses must be taken at UMass Boston. This limits the number of transfer courses that can be applied toward a degree.
7. A major must maintain a C average (2.0 GPA) in all of the above. Only courses taken at UMass Boston are averaged.

Sample Program for the Major

We present below a possible sequence of mathematics and computer science courses leading to satisfaction of the department requirements in four years. We do not show courses in other departments.

This schedule is only an example, not a prescription or a recommendation. Programs of study will vary depending on students' interests and abilities. Stronger students may wish to do more than meet the minimal requirements.

1. MA 130 (if necessary)
2. CS 110, MATH 140
3. CS 210, MATH 141
4. CS 240, MATH 260
5. CS 310, CS L320
6. CS 341, CS 420
7. CS 450, CS 444 or CS 451, and 1 theoretical elective
8. 1 applied elective and 1 additional elective

BA in Computer Science/Major Declared Prior to September 1, 2002

Please see your department advisor for guidance.

Honors Program in Computer Science

To graduate with department honors in computer science, a computer science major must satisfy the following requirements:

1. Maintain a GPA of 3.0 or above in his/her university studies.
2. Maintain a GPA of 3.5 or above in his/her major courses.
3. Successfully complete CS 498, including an oral defense of the honors thesis.

Computer Science Certificate Programs

The computer science certificates are intended for non-degree-seeking students. All students who wish to start a certificate program must fill out a form available at the website of the Office of the Registrar and turn it in at the One Stop Center.

Major Certificate

The major certificate's requirements are the same as those for the bachelor of arts degree (described above). The aim of this program is to train people (perhaps already holding a bachelor's degree in another field) to work in research and/or development in the high-technology computer industry in Massachusetts.

Students whose preparation in computer science is insufficient for admission to the master's program should consider seeking the major certificate. Because of the prerequisite structure of the courses, it may take up to three years to complete the major certificate (the exact time will of course depend on the student's background), and it may not be possible to do course work full-time. In particular, the listed mathematics requirements begin with calculus. However, many students may need a review of high school algebra. On the other hand, students who enter this program with previous mathematics or computer programming experience will be given appropriate credit.

Minor Certificate

The minor certificate is intended for students who are mainly interested in computer applications. The time required to complete the minor certificate is less than that for the major certificate. The requirements are:

All Five	Choose One	Choose One
CS 110 (or CS 114L/ CS 115L)	CS 341	Application elective
CS 210	Computer Science elective	
MATH 140		
CS 240		
CS 310		

Applications

The applications requirement may be satisfied by any computer science course numbered higher than (not including) CS 320L, or by a course taught outside of the Department of Computer Science in computer applications to another discipline. Students wishing to use such a course as the applications elective for a minor certificate must have their choice approved in advance by the faculty member who supervises the certificate programs and must meet the prerequisites for the course set by the department in which it is offered.

Computer Science Program of Study

Degree-seeking students with majors in departments other than computer science who wish to study computer science should consider doing the computer science program of study. The requirements are identical to those of the minor certificate

Department of Computer Science

as previously described. Degree-seeking students who complete the requirements of the minor certificate do not actually receive a certificate, but an annotation will be made on their transcripts that they have completed the program of study. Students who desire a more thorough training in computer science should consider doing a double major.

Computer Science Courses

CS 105
An Introduction to Computer Concepts
This course presents an overview of the role of computers in society—their application and misapplication, their capabilities and limitations. Applications may include artificial intelligence, medical, aerospace and business use of computers. Computer hardware and associated technologies are discussed. Computer programming is taught from a non-mathematical, problem-solving point of view; the course objective is to help students acquire an understanding of the programming process, rather than to develop complex or extended computer programs. This survey course is not part of the computer science major sequence. Students planning to major in computer science should start with CS 110.
Note: No student will receive graduation credits for CS 105 if it is taken after successful completion of CS 110 or a higher level computer course.
Prerequisite: MATH 115 or a suitable score on the mathematics diagnostic test.
Distribution Area: Mathematics (MT).
3 Lect Hrs, 3 Credits

CS 110
Introduction to Computing
An introduction to computer programming—the concepts involved in use of a higher level language and the program development process. The goal of this course is proficiency in the design and implementation of programs of significant size and complexity. This course is quite demanding because of the length of the programming exercises assigned. This is the first course in the computer science sequence. CS 110 is taught using the programming language Java. Note: Credit toward a UMass Boston degree may be awarded credit for only one elementary programming course. No credit will be given for CS 110 to a student who has already completed a similar course. For instance, a student who has received the equivalent of CS 110 as transfer credit cannot take CS 110 for credit here. Students who are barred from receiving credit for CS 110, but who are not fully prepared for CS 210, should request permission to take CS 119 (below) as a means of remedying the deficiency.
Prerequisite: A suitable score on the mathematics diagnostic test. Students who have passed MATH 140 need not take the mathematics diagnostic test.
Distribution Area: Mathematics (MT).
3 Lect Hrs, 4 Credits

CS 114L (IT 114L)
Introduction to Java
An introductory course in Java programming that exposes students to the concepts involved in using a higher-level, object-oriented programming language. The course will explain the program development process and give students lots of hands-on experience writing small Java programs. The course serves as a prerequisite to CS 115L.
Prerequisite: A suitable score on the math placement exam. Students who have passed MATH 129 or MATH 130 at UMass or an equivalent pre-calculus course elsewhere need not take the math placement exam.
Distribution Area: Mathematics (MT).
3 Lect Hrs, 3 Credits

CS 115L (IT 115L)
Introduction to Java—Part 2
A second course in Java programming that exposes students to the concepts involved in using a higher-level, object-oriented programming language. This course is the continuation of CS 114L; it covers more advanced Java topics and gives students hands-on experience writing small and medium-size Java programs.
Prerequisite: CS 114L or permission of the Computer Science Department.
Distribution Area: Mathematics (MT).
3 Lect Hrs, 3 Credits

CS 119
Computer Language Supplement
This course addresses the dilemma of students who studied the equivalent of CS 110 in a language other than Java, but now need knowledge of Java in order to take CS 210. Such students can, with the permission of the department, register for CS 119 for two credits. They then make arrangements to attend a section of CS 110. They are required to do all the work of regular CS 110 students. However, CS 119 meets no core curriculum requirement and does not count towards any computer science major requirement.
Prerequisite: Permission of the department.
3 Lect Hrs, 2 Credits

CS 210
Intermediate Computing with Data Structures
The design and implementation of computer programs in a high-level language, with emphasis on proper design principles and advanced programming concepts, including dynamic data structures and recursion. The assignments are designed to introduce the student to a variety of topics in computing: data structures and ADTs, Lists, Stacks, Queues, Ordered Lists, Binary Trees, and searching and sorting techniques. The language of instruction is Java.
Prerequisite: CS 110 or CS 115L or permission of the department.
Distribution Area: Mathematics (MT).
3 Lect Hrs, 4 Credits

CS 240
Programming in C
C programming for programmers with prior knowledge of some high-level language (e.g., one semester of programming in Java). The course treats C as a machine-level language and as a general-purpose language; it covers number representation, masking, bitwise operations, and memory allocation, as well as more general topics such as dynamic data structures, file I/O, separate compilation, program development tools, and debugging.
Prerequisite: CS 110 or CS 115L, or permission of instructor.
Corequisite: CS 210 or permission of instructor.
3 Lect Hrs, 3 Credits

CS 271L (PSYCH 271L)
Introduction to Cognitive Science
Cognitive science is an interdisciplinary field fundamentally concerned with furthering our understanding of the development, underlying processes, and implementation of language, perception, problem-solving, learning, memory, and other intelligent capacities. This course offers an introduction to this science for all levels of undergraduate majors in psychology, computer science, biology, and other related fields.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits

CS 285L (IT 285L)
Research Topics in Computer Issues: Ethics and Societal Impact
This course is a capstone course to be taken near the end of the BS major in computer science. It will teach and apply teamwork, research, and presentation skills. Students will work in teams, each team

Department of Computer Science

investigating a broad topic in a selected area of computer application from an ethical and/or societal point of view.
3 Lect Hrs, 3 Credits

CS 310
Advanced Data Structures and Algorithms
A systematic study of the methods of structuring and manipulating data in computing. Abstract data types. The design and analysis of algorithms. Advanced techniques for program development and organization.
Prerequisites: CS 210, CS 240, and MATH 140.
3 Lect Hrs, 3 Credits

CS 320L (MATH 320L)
Applied Discrete Mathematics
An introduction to the mathematical structures and concepts used in computing: sets, mathematical induction, ordered sets, Boolean algebras, predicate calculus, trees, relations and lattice theory. Formal and informal theories and corresponding mathematical proofs are taught.
Prerequisite: CS 110 or CS 115L and MATH 260; or permission of instructor.
3 Lect Hrs, 3 Credits

CS 341
Computer Architecture and Organization
Computer hardware concepts and hardware-level programming for C programmers. Topics include digital logic circuits, computer organization of a microprocessor system (i.e., how CPU, memory, and i/o interface chips are interconnected), serial and parallel port interfacing, hardware programming in C and C/assembler, interrupt programming, device drivers. The necessary assembly language is also covered. The course includes a hands-on lab meeting one hour per week.
Prerequisite: CS 240.
3 Lect Hrs, 1 Lab Hr, 3 Credits

CS 410
An Introduction to Software Engineering
This course covers all aspects of the software development process from initial specification to final validation of completed software design. Implementation methodologies are discussed in the context of a major team project, to be chosen according to student and instructor interest. Oral presentations by students are an important part of the course.
Prerequisites: CS 310 and CS 320L and any 400-level CS course, or permission of the instructor.
3 Lect Hrs, 3 Credits

CS 420
An Introduction to the Theory of Computation
This course introduces such theoretical aspects of computing as models of computation, inherent limits on computation, and feasible computation. Topics include definition of computable functions (recursive functions, functions computable by Turing machines, functions computable in a programming language), unsolvability of the halting problem and related problems, the classes P and NP, finite automata, and context-free grammars.
Prerequisite: CS 320L.
3 Lect Hrs, 3 Credits

CS 430
Database Management
Introduction to database systems, including database programming. The course covers relational algebra, SQL, object-relational systems, embedded programming, and basic transaction concepts. It covers database design, both entity-relationship modeling and normalization.
Prerequisites: CS 240 and CS 310, or permission of the instructor.
3 Lect Hrs, 3 Credits

CS 436
Database Applications Development
A study of database applications, that is, software systems that solve a particular real-world problem and hold their data in a relational database. The systems under study will also have a realistic user interface. Students will work in small groups on a real-world project specified and implemented during the term. Topics include system specification from user needs, analysis of dataflow and workflow, object design, database design, and client-server techniques.
Prerequisites: CS 310 and CS 430.
3 Lect Hrs, 3 Credits

CS 437
Database-Backed Web Sites and Web Services
Today, much programming is Web-based. Web-based programs serve up information from a Web site in a form that can be either read by a browser or processed by another program. This course introduces the student to the design and implementation of such Web-based programs.
Prerequisites: CS 310 and 430, or permission of the instructor.
3 Lect Hrs, 3 Credits

CS 444
An Introduction to Operating Systems
Description of current operating systems, with focus on one or two in particular. Topics include defining the operating system as distinct from the hardware on one side and software systems on the other; process concepts; memory management; CPU scheduling; device management; file systems; network support.
Prerequisites: CS 341 and CS 310.
3 Lect Hrs, 3 Credits

CS 446
Introduction to Internetworking
The objective of this course is to provide a practical understanding of computer networks, with emphasis on the Internet. The course starts with an overview of the Internet, its protocol layers, edge and core networks, access networks and physical media. The course then focuses on fundamental design and implementation concepts of the application, transport, and network layers of the Internet.
Prerequisites: CS 341 and CS 310.
Corequisite: CS 444.
3 Lect Hrs, 3 Credits

CS 450
The Structure of Higher Level Languages
The syntax and semantics of higher level languages. Mechanisms for parsing, parameter passing, scoping, dynamic storage allocation, and message passing are modeled by programs written in a suitably high-level language.
Prerequisites: CS 310 and CS 320L.
3 Lect Hrs, 3 Credits

CS 451
Compilers I
This course is an introduction to compiler organization and implementation, including formal specifications and algorithms for lexical and syntactic analysis, internal representation of the source program, semantic analysis, run-time environment issues, and code generation. Participants write a compiler for a reasonably large subset of a contemporary language, targeted to a virtual machine.
Prerequisites: CS 310 and CS 420 or CS 622.
3 Lect Hrs, 3 Credits

CS 460
Graphics
Topics include segmentation, windows and viewports, clipping, hidden lines, geometric transforms and data structures for memory management and device-independent

Department of Computer Science

graphics specifications. The course also considers Raster graphics and the GKS and ACM Core. It covers both the practice of, and the underlying mathematical foundation for, interactive graphics programming. Students need good programming skills and a mastery of linear algebra.
Prerequisites: MATH 260 and CS 310, or permission of instructor.
3 Lect Hrs, 3 Credits

CS 470
An Introduction to Artificial Intelligence
An introduction to the main techniques of Artificial Intelligence: state-space search methods, semantic networks, theorem-proving and production rule systems. Important applications of these techniques are presented. Students are expected to write programs exemplifying some of techniques taught, using the LISP language.
Prerequisites: CS 310 and CS 320L, or permission of instructor.
3 Lect Hrs, 3 Credits

CS 478
Independent Study
Work done by a student or group of students under faculty supervision on material not currently offered in a regularly scheduled course. Students wishing to undertake such work must first find a faculty member willing to supervise it; the work to be completed must be approved by the department chairperson.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

CS 480
Special Topics
An advanced course offering intensive study of selected topics in computer science. Course content varies and will be announced prior to registration.
Prerequisites: Permission of the department.
3 Lect Hrs, 3 Credits

CS 495
Practicum in Computer Science
This course is intended to enhance academic studies by providing an industrial context for learning new concepts and skills. It will help to prepare the student for the transition from an academic program to eventual employment in the computer industry. This course is not open to graduate students.
Prerequisites: CS 310, CS 320L, and permission of the instructor.
1 Credit

CS 498
Honors Thesis
The design and execution of a significant research project under the guidance of a faculty advisor. Successful completion and oral defense of the thesis is necessary to qualify for Honors in Computer Science. Both the instructor and the project must be chosen and approved prior to the start of the course. Offered every semester.
Prerequisites: Overall GPA of 3.0 and GPA of 3.5 in the major; CS 310, CS 420, permission of the instructor and department chair. Students are encouraged to take CS 478 (Independent Study) the semester before 498 in order to undertake background research, formulate a successful project proposal, and present the proposal to the department. Forms for enrolling in CS 498 are available in the Department office.

Graduate Courses

Some graduate-level courses in computer science are open to undergraduates. Please contact the department office for further information.

Transfer Credit Policy

How much and what may be transferred is currently settled on an individual basis in a conference with the departmental advisor.

Information

For more information on course descriptions, prerequisites, etc., see the booklet "Undergraduate Program Information," which is available from the department.

ENGINEERING PROGRAM

Faculty

Gregory Sun, Professor and Director; Assistant Professor Tomas Materdey; Instructors Wei-Lee Shia, Lalitha Rao

The Program

For students wishing to major in this field, the Engineering Program offers several options that make it possible for them to live and work in the Boston area while completing two years of the course work required for the bachelor's degree in engineering. The program has been developed in cooperation with UMass Amherst, UMass Lowell and UMass Dartmouth, and UMass Boston has articulation agreements with these campuses.

Students who are admitted to the program and successfully complete the first two years are guaranteed admission to other schools of engineering within the UMass system. Alternatively, they can apply to transfer to Boston University, Northeastern University, Tufts University, or Wentworth Institute of Technology to complete a degree in engineering.

Engineering students who wish to complete their education at UMass Boston may pursue a degree in engineering physics. This discipline, a branch of applied science that emphasizes both engineering and physics, is a challenging general alternative to the more specialized undergraduate engineering curriculum. For complete information, see the "Engineering Physics" section of this publication.

Engineering Majors

A student enrolled in the Engineering Program can later major in one of four areas:

Civil Engineering

Civil engineers are concerned with construction, transportation systems, water resources, pollution, hydraulics, soil mechanics, foundation engineering, surveying and mapping, structural engineering, urban planning, and ocean engineering.

Electrical Engineering

Electrical engineers apply electrical and mathematical principles to the solution of engineering problems, and to the design of the electrical and electronic equipment of the future. Modern communications systems, high speed computers and biomedical instrumentation are just a few of the creations of electrical engineers. Students in this area have the option to study computer systems engineering.

Industrial Engineering

Industrial engineers are concerned with the design, installation, analysis and improvement of integrated systems of new materials and equipment. These systems are found in nearly all organizations and at all levels within the organization. Major areas of interest include health delivery systems, manufacturing and production systems, and large scale facilities planning.

Mechanical Engineering

Mechanical engineers use the principles of dynamics, solid mechanics, fluid and gas dynamics, heat transfer, thermodynamics, and material science together with mathematical and computer methods for application to research, development, design, and management in industry, government, and engineering education.

Engineering Curriculum and Degree Requirements

Engineering Courses

- Introduction to Engineering (ENGIN 103), which provides a general overview of the field and is taken in the first semester of the freshman year.
- Two semesters in the student's chosen major, taken during the sophomore year.

Chemistry Courses

- Two courses in chemical principles with labs (CHEM 115-118).

Mathematics Courses

- Two semesters of freshman year calculus (MATH 140-141).
- Two sophomore year courses, including a third calculus course and an additional course that varies depending on major.
- A required second semester freshman year course in Java or C language programming.

Physics Courses

- Two semesters of calculus-based fundamentals of physics (PHYSIC 113-114) with laboratories (PHYSIC 181 and 182).
- For majors in electrical engineering, an additional semester of physics (PHYSIC 211: Introduction to Contemporary Physics).

Additional Course Work

In addition to the specific requirements listed above in engineering, chemistry, mathematics, and physics, students take additional course work in English, the humanities, social sciences and physical sciences in order to meet the graduation requirements of the institution to which they will transfer. Transferring students need not meet CSM graduation requirements, such as completing the core curriculum and passing the Writing Proficiency Examination.

Engineering Courses

ENGIN 103
Introduction to Engineering
An introduction to engineering by examining the different engineering fields, going through design cycles while working on projects using the engineering tools of teamwork, brainstorming, estimation, logbook, project management, oral and written communication, and computers. Students will discover what is engineering, what is the difference between science and engineering, what is data modeling, how to create and use the best model to make predictions or to test the predictability of a system. They will create graphical programming applications to demonstrate the beat phenomenon, do frequency-spectrum detection of a signal, or make weather predictions. *Distribution Area: Natural Sciences (NS).*
3 Lect Hrs, 3 Credits

ENGIN 202
Statics (Mechanical Engineering)
A vector treatment of the equilibrium of particles and rigid bodies. Topics include: vector algebra, forces, moments, couples, equations of equilibrium, free-body diagrams, graphical techniques, constraints, structures and mechanisms, friction, centroids and moments of inertia, the method of virtual work. (Course offered in the fall only.)
Prerequisites: Sophomore standing, engineering major.
3 Lect Hrs, 3 Credits

ENGIN 203
Engineering Graphics and Design (Mechanical Engineering)
Introduction to basic principles of mechanical engineering design and basic graphics including design process, engineering analysis, and instrumentation. (Course offered in the fall only.)
Prerequisites: Sophomore standing, engineering major.
3 Lect Hrs, 3 Credits

ENGIN 221
Strength of Materials I
Notions of stress, strain and Mohr's circle; tension; shear and torsion; plane stress and plane strain; moments of inertia. Shear force and bending moment diagrams.

Engineering Program

Depletion of beams; indeterminate beams; Castigliano's principle; plastic bending of beams. Mechanical properties of materials. (Course offered in the spring only.)
Prerequisite: ENGIN 202.
3 Lect Hrs, 3 Credits

ENGIN 222
Dynamics
A vector treatment of dynamics. Kinematics of a particle in two and three dimensions. Dynamics of a particle; momentum, moment of momentum, and work-energy. Rigid bodies in plane motion; kinematics and dynamics. Relative motion. (Course offered in the spring only.)
Prerequisite: ENGIN 202.
3 Lect Hrs, 3 Credits

ENGIN 231
Circuit Analysis I
Mathematical models for circuit elements, basic circuit laws, techniques for writing and solving circuit equations. Circuit theorems, operational amplifiers, first- and second-order circuits. Numerical methods of circuit analysis. (Course offered in the fall only.)
Prerequisite: MATH 140.
3 Lect Hrs, 3 Credits

ENGIN 232
Circuit Analysis II
Analysis of AC circuits using phasors, mutual inductance and the dot convention, ideal transformers, power analysis, balanced three-phase circuits, frequency response and Bode plots, transfer functions, and application of Laplace and Fourier transforms in circuit analysis. Students use PSPICE to check their results. (Course offered in the spring only.)
Prerequisite: ENGIN 231.
3 Lect Hrs, 3 Credits

ENGIN 241
Digital Systems with Lab
Concepts of digital measurement, counting, timing and switching, basic logic concepts, basic theorems in Boolean algebra, manipulation of logic statements, binary information gates, application of logic gates, flip-flops and multivibrators, counters, registers and readouts, and other combinational and sequential circuits. Note: When this course is not being offered, students may instead take PHYSIC 392 (Digital Electronics with Lab). (Course offered in the spring only.)
Prerequisite: Sophomore standing as engineering major.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

ENGIN 271
Circuit Lab I
An introductory electrical measurements and linear circuit analysis laboratory to accompany ENGIN 231 (Circuit Analysis I). Topics include voltage and current division in resistive networks, circuit theorems, operational amplifiers, first- and second-order circuits, power transfer, capacitors and inductors. (Course offered in the fall only.)
Corequisite: ENGIN 231 or permission of instructor.
3 Lab Hrs (every other week), 1 Credit

ENGIN 272
Circuit Lab II
An electrical measurements laboratory to accompany ENGIN 232 (Circuit Analysis II). Topics include ac power and phase measurements, frequency response, transformers, Laplace and Fourier analysis. (Course offered in the spring only.)
Prerequisites: ENGIN 231 and 271.
Corequisite: ENGIN 232 or permission of instructor.
3 Lab Hrs (every other week), 1 Credit

ENGIN 321
Linear Systems Theory I
The concepts of signals and systems arise in all areas of technology, e.g. signal processing. This course provides an introduction to the analysis of linear systems in the time- and frequency-domain, e.g. what is the output of a system if we know the input and the impulse response function or the transfer function of the system, how to characterize a system by stimulating it and measuring the output signals. Students will learn about the input/output differential or difference equation, the convolution theorem and its applications, the continuous- and discrete-time Fourier and Laplace transforms, and how to use Matlab in solving problems.
Prerequisites: MATH 140 and ENGIN 232.
3 Lect Hrs, 3 Credits

ENGIN 322
Linear Systems Theory II
An introduction to probabilistic description (via the probability density function or distribution function) and statistical description (via the ensemble average, variance, etc.) of random signals as applied to the analysis of linear systems. Other topics include conditional probability, statistical independence, correlation, sampling theory, confidence intervals, hypothesis testing, stationary and ergodic processes, auto-correlation and cross-correlation functions, spectral density, and their interconnections.
Prerequisite: ENGIN 321.
3 Lect Hrs, 3 Credits

ENGIN 365
Electronics I with Lab
A brief introduction to semiconductor physics, leading to physical characteristics of pn junction diodes, bipolar junction transistors, and field effect transistors. Circuit models for diodes, transistors, and operational amplifiers and their use in practical circuits. Analysis of linear circuits based on application of circuit models of devices and circuit theory. When this course is not being offered, students may take PHYSIC 391.
Prerequisites: ENGIN 232, PHYSIC 114, and MATH 240 or 310.
3 Lect Hrs, 1 Lab Hr, 4 Credits

ENGIN 366
Electronics II with Lab
Continuation of ENGIN 365. Differential, operational amplifiers and applications, transistor amplifiers at very high frequencies, direct-coupled and band-pass, small- and large-signal, feedback amplifiers; and oscillators. Active filters, waveform generation including Schmitt trigger, multiplexers, A/D and D/A converters. Circuit design employing IC operational amplifiers, discrete devices, SPICE. An electronic design project constitutes a major part of the course.
Prerequisite: ENGIN 365.
3 Lect Hrs, 1 Lab Hr, 4 Credits

ENGINEERING PHYSICS MAJOR

Faculty

See the Department of Physics and the Engineering Program sections of this publication.

The Curriculum

Engineering physics is a branch of applied science which emphasizes both engineering and physics. It is a challenging general alternative to the traditionally more specialized undergraduate engineering curricula, offering flexible options for professional growth. The engineering physics curriculum is designed to provide a firm foundation of basic scientific principles, as well as the practical knowledge and skills required for specific engineering applications. The curriculum is equally suitable for students intending to pursue careers in industrial research and development, and for those preparing for graduate studies in a variety of scientific and technical areas.

The basic engineering physics curriculum consists of the first two years of a standard engineering program, followed by upper division courses equivalent to those required for a bachelor of science degree in physics. Students select a concentration of technical electives in one of a number of currently marketable areas: applied physics, properties of materials, computer science, or digital electronics. (Concentrations in other areas may be tailored to fit individual interests.) Students receive realistic, practical, problem-oriented training in an advanced projects laboratory and seminar, designed with the cooperation of representatives from some of Massachusetts' outstanding high-tech industrial firms.

Requirements and Recommendations

The requirements for this degree are outlined below. Note that this listing is inclusive; no additional courses are required.

- Introductory courses: PHYSIC 113, 114, 181, 182, and 211; ENGIN 103 (intended for first semester freshman students), 231, 232, 271, and 272; MATH 140, 141, 240, and CS 110 or approved substitute; CHEM 115-118; ENGL 101, 102, and the writing proficiency examination.
- Intermediate and advanced courses: PHYSIC 214, 281, 312, 321, 322 (or approved substitute), 382, (or approved substitute), 391 (or ENGIN 365), 392 (or ENGIN 241), 421, ENRPHY 481 and 482; MATH 260, 310, and an approved 300-level elective.
- An elective sequence of six 3-credit engineering and applied science courses in an approved area of concentration. There are four currently available areas. Other areas are also available to suit students' individual interests.

Area A. Applied Physics: ENGIN 202, 203, 221, PHYSIC 350, and two of the following courses: PHYSIC 600, 601, 602, 608, 615.

Area B. Properties of Materials: ENGIN 202, 221, 230, and one of the following tracks:

- Physical Chemistry: CHEM 311, 312, 313, 314
- Inorganic Chemistry: CHEM 361 or 408; CHEM 369, 370, 379
- Organic Chemistry: CHEM 253, 254, and 351

Area C. Computer Science: ENGIN 202, 221, CS 210, 240, 260, and 310, or an applications course satisfying the Computer Science Minor Certificate, or a computer course at the level of CS 310 or above.

Area D. Digital Electronics: ENGIN 202, 221, CS 210, 240, PHYSIC 600 and either 601 or 608.

Students interested in engineering physics should obtain individual advice and guidance from the physics department at their earliest opportunity.

Transfer Credit Policy

See the "Physics" section of this publication.

Courses

(See also the Department of Physics and the Engineering Program sections of this publication.)

ENRPHY 481-482
Engineering Physics Advanced Projects Lab and Seminar
Individual projects laboratory under the guidance of faculty in experimental and applied physics. An opportunity for the student to coordinate knowledge from mathematics, basic sciences and engineering sciences in the development of a specific project. Selected projects will emphasize design, analysis, development and evaluation; they will be chosen to simulate, as closely as possible, situations that might occur in industrial research and development.
Prerequisite: Senior standing as an engineering physics major.
4 Credits

DEPARTMENT OF ENVIRONMENTAL, EARTH AND OCEAN SCIENCES

Faculty

Robyn Hannigan, Professor and Chair; Professors: Robert F Chen, Curtis R Olsen, William E Robinson, David G Terkla, Meng Zhou; Associate Professors: Robert E Bowen, John A Duff, Eugene D Gallagher, Juanita L Urban-Rich, Gordon T Wallace; Assistant Professors: Ellen Marie Douglas, Anamarija Frankic, Allen M Gontz, David Tenenbaum, Yong Q Tian; Instructors: Deborah Metzel; Emeritus Faculty: Janet E Duncan, Andrew N. Genes, Michael G Mensoian; David Nellis; Adjunct Faculty: Daniel Brabander, Sarah D Oktay, David Merwin, Michael P Shiaris, Michael TrustPeter J Taylor, Xuchen Wang, Feng Yang; Research Associates: Thomas Darrah, Francesco Peri; Mingshun Jiang, Katrina Sukola, Jack Wiggin, Yiwu Zhu; Staff: Paula Cameron, Helenmary Hotz, John Lewis, Erin O'Sullivan, Florence Wurzel

The Department

The Environmental, Earth and Ocean Sciences Department (EEOS) integrates the natural and social sciences to generate and apply new knowledge of the quality of our environment and the sustainable use of its resources. It has a focus on promoting integrated science, planning, policy, spatial analysis and education for understanding earth-system processes and managing the impacts of urbanization on linked watershed and coastal marine systems. The department's strong multidisciplinary research and educational programs(natural and social sciences) and its focus on linked watershed-coastal systems are unique in this country.

The department's undergraduate programs highlight geological, oceanic, geographic and environmental sciences. These programs use an interdisciplinary approach to address relationships between physical, natural and human systems. As environmental systems of all types become increasingly impacted by natural and human causes, interdisciplinary approaches become crucial for understanding the inherent complexities of these systems, and for designing solutions to address emerging environmental problems.

In addition to the EEOS major and minor (BS and BA), the department is closely affiliated with the Environmental Studies Program, an independent, intercollegiate program of study offering students at the undergraduate level a broad-based interdisciplinary curriculum focusing on the environment. The program was created to address the complexity of the environmental problems facing us all in the coming years, and to acknowledge their cross-disciplinary nature by providing students educational and research opportunities that transcend the sciences to incorporate perspectives from the social sciences, humanities and business. It is aimed at students seeking to understand the underlying causes of environmental problems, and to make preserving and improving the environment part of their personal and professional lives. A description of the program can be found in the section on College of Science and Mathematics Programs in this catalog.

EEOS department facilities include the Applied Geographic Information Science (GIS) Center, the Center for Estuarine and Coastal Observation (CECO), the Trace Element Analysis Facility, the Laboratory of Theoretical, Computational and Observational Oceanography, the Center for Coastal Environmental Sensing Networks, the BioMineralogy Laboratory, and the Nantucket Biological Field Station and Grace Grossman Environmental Center. In addition, the Department houses specialized laboratories for earth, ocean and environmental sciences, including state-of-the-art facilities for GC/MS, CHN analysis, trace element analysis (ICP-MS and LA-ICP-MS), HPLC, FTIR/Raman, forensic environmental analysis, hydrogeology, coastal geology, environmental toxicology, stable isotope sample preparation, benthic ecology and zooplankton analysis, as well as access to inshore/near shore research vessels.

Requirements

The Major

Environmental, Earth and Ocean Sciences majors may graduate with either the BA or the BS degree. Both the BA and BS degrees are based on the vision statement of the EEOS faculty that students should learn in an interdisciplinary environmental department that integrates the natural and social sciences. Students should generate and apply new knowledge about the quality of our environment and the sustainable use of its resources. The degree program focuses on promoting integrated science, planning, policy and education for understanding earth-system processes and managing the impacts of urbanization on linked watershed and coastal marine systems. The BS degree requires more advanced work in mathematics and in related natural science departments.

Each student's program of study is planned with the assistance of a departmental advisor and approved by that advisor.

BA Degree

The BA requirements include:

1. EEOS 120, 121 and 122
   - EEOS 120 (Introduction to Environmental, Earth and Ocean Sciences)
   - EEOS 121 (Introduction to Environmental, Earth and Ocean Sciences Lab)
   - EEOS 122 (Introduction to Environmental Policy and Management)
2. Designated skills courses
   - EEOS 261 (Statistics for Earth and Geographic Sciences)
   - EEOS 380 (Introduction to Geographic Information Systems)
3. At least two of the following natural science classes
   - EEOS 225 (Weather and Climate)
   - EEOS 226 (Introduction to Oceanography)
   - EEOS 260 (Global Climate Change)
   - EEOS 305 (Hydrology)
   - EEOS L267 [ENVSTY L267] (Introduction to Biological Oceanography)
   - EEOS 327 (Estuarine Geology)
4. At least one of the following social science classes
   - EEOS 280 (Economic Geography)
   - EEOS 324 (Coastal Zone Management)
   - EEOS 340 (Planning and Land Use Law)
   - EEOS 378 (Resource management)
5. Three other departmental courses at or above the 300 level with at least one being at the 400 level. The choice of 400-level class must be approved by the departmental advisor and should constitute a capstone experience for the EEOS graduate. The capstone experience will ordinarily require a student to analyze a particular environmental problem, often one directly associated with UMass Boston, Nantucket, or its immediate community. Students will be expected to examine the natural and social science aspects of the problem, determine whether policy changes or other initiatives are necessary, and develop a plan of action. Representative topics include reducing the environmental "footprint" of UMass Boston, assessing nutrient fluxes in coastal habitats on Nantucket, and

Department of Environmental, Earth and Ocean Sciences

evaluating watershed management for communities near Boston.

BS Degree

The student seeking to graduate with the BS degree must complete the departmental requirements listed for the BA, and the following additional requirements:

1. At least five of the following courses from related natural science disciplines:

   Biology 111, 112 (General Biology I and II)

   Chem 115 with Chem 117 (Chemical Principles I Lecture and Laboratory)

   Chem 116 with Chem 118 (Chemical Principles II Lecture and Laboratory)

   Physic 107, 108 (College Physics I & II) or

   Physic 113, 114 (Fundamentals of Physics I & II)

2. Two semesters of calculus

   Math 140 (Calculus I) or 145 (Calculus I for the Environmental and Life Sciences)

   Math 141 (Calculus II) or 146 (Calculus II for the Environmental and Life Sciences)

The Minor

To complete the minor, the student takes EEOS 120, 121 and 122 and four departmental electives, of which two must be at or above the 300 level.

Advanced Course Requirements

All departmental majors and minors must consult their departmental advisors regarding mathematics, statistics and computer science requirements for advanced courses.

Honors

Students wishing to prepare an Honors project must have achieved an overall GPA of at least 3.2 and a GPA in the major of at least 3.4. The student must also have senior standing and have completed at least seven courses in the major. A student who qualifies for Honors will, working with a faculty member, present a research proposal to a department honors committee for approval. The student will also enroll in EEOS 498. The department Honors Committee (3 persons) will decide on the quality of the final paper and whether it qualifies for honors, after the student has presented a final project.

Certificate Programs

The department offers two certificate programs: Geographic Information Technologies, and Hydrogeology. Detailed information can be found in the appropriate sections of this publication.

Transfer Credit Policy

Transfer students must complete a minimum of six (out of eleven) appropriate courses in their major, or three (out of six) appropriate courses in their minor, at UMass Boston.

Cross-listed courses

Courses preceded by an "L" are cross-listed with another department or program, and indicated by the parentheses in the course title: for example "EEOS 267L (ENVSTY 267L)," which is cross-listed with the Environmental Studies Program.

Courses

EEOS 101
The Global Environment
An analysis of the physical geographic environment including the globe, the atmosphere and ocean, climate, soils, vegetation, and landform. Positive and negative interaction of human beings with these aspects of the environment is examined where appropriate.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 3 Credits
Staff

EEOS 102
World Regional Geography
This course presents an overview of world regions in terms of physical environment and human populations and the relationship between them. Topics focus on diversity, particular countries, and current events. Geographical vocabulary is presented through world region examples.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Metzel

EEOS 110
Earth's Dynamic Systems
The basic principles of this course are embodied in the rock and hydrologic cycles. It examines the igneous, metamorphic, sedimentary, tectonic, and weathering systems of the rock cycle; and the runoff, glacial, ocean, groundwater, and atmospheric systems of the hydrologic cycle. A laboratory component includes one or more field trips to sites where geological phenomena can be viewed.
3 Lect Hrs, 2 Lab Hours, 4 Credits
Staff

EEOS 115
Environmental Geology
This course examines geological phenomena that adversely affect the human environment. Among the naturally occurring phenomena are earthquakes, weather, climate, volcanoes, tsunamis, landslides, and subsidence and erosion. Topics also include those geological impacts which are the result of human activities, such as subsidence, flooding, soil degradation, and hazardous material contamination.
3 Lect Hrs, 3 Credits
Mr Olsen

EEOS 120L (ENVSTY 120L)
Introduction to Environmental, Earth and Ocean Sciences
This course offers a broad overview of the physical, chemical, biological, and geological principles underlying the environmental sciences. Students are introduced to natural processes and interactions in the atmosphere, in the ocean, and on land. The course focuses on biogeochemical cycling of the elements, as well as on changes in these natural cycles with time, especially with recent anthropogenic effects.
Distribution Area: Natural Sciences (NS).
Prerequisite: Sophomore standing or permission of the instructor.
3 Lect Hrs, 1 Disc Hr, 3 Credits
Mr Chen

EEOS 121
Introduction to Environmental, Earth and Ocean Sciences Lab
This course offers a hands-on, experiential overview of physical, chemical, biological, geological laboratory and field skills needed for the environmental sciences, and serves as a core required course for EEOS majors. This lab is normally taken simultaneously with EEOS 120 Introduction to Environmental, Earth and Ocean Sciences. Students will be introduced to field techniques and instrumentation, laboratory skills and analyses, and will work together on a semester long sustainability project. Experiences include a Boston Harbor cruise, investigations of a local salt marsh, measuring water quality, and using GIS to map the UMass Boston campus.
1 Credit
Mr Robinson

EEOS 122
Introduction to Environmental Policy & Management
The inherent link between human activity and environmental impact highlights the importance of the social sciences in the examination of environmental systems,

Department of Environmental, Earth and Ocean Sciences

management and policy. This course introduces students to concepts and assessment methods vital to an understanding of environmental policy and management issues. Topics include environmental values and equity; resource allocation; environmental policy and politics; population dynamics; sustainable development; species and ecosystem-based management; habitat and food source protection; pollution management; and, land use. In-class activities and assignments will focus on three general education skills: critical thinking, critical reading and analysis, and effective communication.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits
Mr Duff

EEOS 225
Weather and Climate
This course examines the interaction between the Sun, the atmosphere, and water that produce Earth's weather and climates on several geographical scales. Major topics include the earth-Sun relationship, the roles of the atmosphere and water, heating and cooling of the atmosphere, air pressure, humidity, cloud formation, atmospheric circulation, weather events such as storms, tornadoes, and hurricanes, a descriptive analysis of the world climates.
Prerequisite: Sophomore standing.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 3 Credits
Mr Metzel

EEOS 226 L
Introduction to Oceanography
This course offers a broad overview of the historical, geological, chemical, physical, and biological principles of oceanography. The student is introduced to plate tectonics and ocean sediments; waves, tides, and ocean circulation; the chemistry of the ocean and atmosphere; and marine life. Discussions cover the origins, present workings, and future of the oceans.
Prerequisite: Sophomore standing or permission of the instructor.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 3 Credits
Mr Chen, Mr Frankic

EEOS 250
Today's Issues in Environmental Science
Designed for non-science majors, the course explores the complex environmental problems facing our society today. These issues can be placed under three headings: Population, Resources, and Pollution. Worldwide, national and individual perspectives (and actions) are emphasized, and environmental "doom-and-gloom" scenarios are avoided. The course seeks to demonstrate that environmental awareness and citizen concern may result in far-reaching environmental improvements.
Prerequisite: Sophomore standing.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 3 Credits
Mr Robinson

EEOS 260 (ENVSTY 260L)
Global Environmental Change
This course examines the cross-disciplinary (astronomical, geophysical, chemical, and biological) interactions and cycles that cause global environmental change and the impact of human activities on natural earth-ecosystem processes, including global warming, pollution, resource use, deforestation, ozone depletion, and biodiversity reduction. The environmental, social, and economic trade-offs associated with policy and management decisions will also be discussed.
Prerequisite: Sophomore standing.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 3 Credits
Mr Olsen

EEOS 261
Statistics for Earth and Geographic Sciences
This course focuses on fundamental statistical concepts, methods in data analysis and applications to earth and geographic sciences. Topics include frequency distributions and graphic representations, measures of central location, probability distributions of random variables. Chi square test, sample size determination and linear regressions.
Distribution Area: Mathematics (MT).
3 Lect Hrs, 3 Credits
Mr Douglas

EEOS 265
Computer Applications in Geography
This course teaches the fundamentals of geographic applications of computers. Topics Include components of a computer system and their functions; hardware requirements for geographic applications; operating systems; the cartographic roots of GIS; the structure and creation of geographic data; geographic information systems software for geographic applications; and the uses of computers in spatial analysis and map production.
Prerequisite: Sophomore standing or permission of the instructor.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Tenenbaum, Mr Tian

EEOS 266
Building and Editing a Geodatabase in ArcGIS
This is a hands-on beginner level course for Geographic Information System (GIS) users. The course covers basic concepts of relational database management systems (RDMS) and introduces the design of Geodatabase. The course expains how precision and spatial domain control the accuracy and allowable extent of data stored in a geodatabase, how they are maintained and how they affect the overall GIS environment. Students will be able to build and edit a Geodatabase using ArcGIS 9.3 at the end of the class.
Prerequisite: EEOS 265 or EEOS 380.
3 Lect Hrs, 3 Credits
Staff

EEOS 267L (ENVSTY 267L)
Introduction to Biological Oceanography
This course will examine some of the dominant habitats within the marine world in terms of the organisms that inhabit these regions; the dominant biological and chemical processes within these environments and the impact of these habitats on the ocean as a whole and on humans.
Prerequisite: ENVSTY 101 or 120L, or BIOL 111 and 112, or permission of the instructor.
3 Lect Hrs, 3 Credits
Mr Urban Rich

EEOS 270
Urban Geography
This course introduces spatial analyses of cities to provide a broader understanding of their historical and current role. Major topics include the application of different geographical perspectives, why and where cities developed, the evolution of cities, how urban function and culture determines their spatial organization, how the economy and transportation drives the change in land use in urban areas, and urban areas in the 21st century.
3 Lect Hrs, 3 Credits
Mr Metzel

EEOS 280
Economic Geography
This course examines the spatial distribution of economic activities at local, national, regional & global scales and introduces the inter-related causes-and-effects on the economic use and organization of space. Major topics include the spatial distribution of the major economic sectors, the historical geography of capitalism, the city as an economic node, colonialism and globalization,

Department of Environmental, Earth and Ocean Sciences

the geography of the recession, the economy and the environment, and the location of informal economies.
Prerequisite: Permission of the Instructor
3 Lect Hrs, 3 Credits
Mr Metzel

EEOS 302
Geomorphology
A topical approach to the analysis of landforms and the processes responsible for their formation. Map and aerial photographic interpretation are used to demonstrate the relationship of underlying structure to destructive and constructive processes at various stages of landform development. Environmental, regulatory, and other applications are discussed.
Prerequisites: EEOS110, or 101, or permission of the instructor
3 Lect Hrs, 3 Credits
Mr Gontz

EEOS 305
Hydrology
Hydrology is the science dealing with the waters of the earth - their occurrence, distribution, circulation, and chemistry. This course introduces students to the physical science of hydrology in the context of its application to real-world problems. Emphasis is placed on understanding the physical processes that form the water cycle (precipitation, evapotranspiration, runoff, infiltration, and groundwater flow).
3 Lect Hrs, 3 Credits
Mr Zhou, Mr Hannigan

EEOS 312
Glacial and Quaternary Geology
The significance and effects of the last ice age. Causes of ice ages, ice dynamics, comparison of glacial events of North America to glacial events throughout the world and current investigations concerning ice ages are among the topics discussed. Controversies concerning scientific acceptance of ice ages, the mode of ice movement, and predictability of climate allow for insight into the present and ongoing development of a science.
Prerequisite: EEOS111 or permission of the instructor.
3 Lect Hrs, 3 Credits
Mr Gontz

EEOS 324
Coastal Zone Management
This course is concerned with coastal environmental problems and their solutions. It discusses in general the identification of the component parts of the coastal zone and the development of appropriate policies for their management. Field trips to representative areas are required relative to Mass CZM.
Prerequisite: EEOS 226 or 227 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Frankic, Mr Wiggin

EEOS 327
Estuarine Geology
This course focuses primarily on abiotic and physical factors in shallow water coastal environments. Particular emphasis is given to detailed examinations of Massachusetts. The course includes field trips.
Prerequisites: EEOS 226 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Gontz

EEOS 340
Planning and Land Use Law
A study of the law as it has developed and applies to the planning process and the regulation of land use in the United States, with emphasis on Massachusetts.
Prerequisite: EEOS 270 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Duff

EEOS 341
Urban Land Use
A field work approach to land-use analysis in a local area. Class work involves designing a land-use classification system, basic map reading, and discussion of land-use problems in the selected area. Students are expected to field map and classify existing land uses, analyze the present problem, identify conflicts and pose possible solutions. Some field work is required.
Prerequisite: It is recommended that students complete EEOS 270 before enrolling in this course. Permission of instructor.
2 Lect Hrs, 1 Field Work Hr, 3 Credits
Mr Wiggin

EEOS 350
Quantitative Hydrogeology
This course reviews standard quantitative aspects of hydrogeology and then applies a series of computer models to a number of different hydrogeological situations. Field data from pump tests, slug tests, and contaminant flow are investigated with programs such as mudflow, graphic groundwater, rock ware, and aquifer test in order to ascertain important groundwater characteristics.
Prerequisite: EEOS 305
3 Lect Hrs, 3 Credits
Mr Douglas

EEOS 352
Political Geography
A functional approach to the study of state formation and evolution. Analysis of the role of geopolitical factors as they relate to the development of internal and external tensions, boundary formation, sea frontiers, capital cities and core areas, territoriality and state-identification, and spatial organization. Geostrategic theories and major writings in the field are stressed.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Staff

EEOS 360
Computer and Analytical Cartography
Topics include cartographic design, cartographic transformations, digital data formats, software for automated cartography, generation of computer maps, and cartographic modeling.
Prerequisite: EEOS 265.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Staff

EEOS 370
Remote Sensing
This is an introductory course on the principles and techniques of remote sensing. It covers the physical principles of electromagnetic radiation, remote sensing systems, interpretation of aerial photographs, satellite remote sensing data, thermal and radar imagery, and applications of remote sensing.
Prerequisite: EEOS 265.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Tian

EEOS 375
Urban Planning
A case method approach to urban planning. Students are supplied with a standard "request for a proposal" for a master plan. As an end product, they must present and submit a proposal for review. Class work focuses on how to use the planning process to design a master plan and on various approaches to designing zoning ordinances and land-use controls.
Prerequisite: EEOS 270 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Wiggin

EEOS 378
Resource Management
Using geographic concepts and tools (including maps), this course considers in depth the environmental impact of development on the resource base, particularly on water and related land resources in Massachusetts. The course also considers

Department of Environmental, Earth and Ocean Sciences

the impact of geographic patterns developed by urbanization; the service economy; efforts to deal with environmental impact statements; various relevant agencies; legal controls; and other forces affecting the environment. A major project is required.
Prerequisites: EEOS 101 and 110.
3 Lect Hrs, 3 Credits
Staff

EEOS 380
Introduction to Geographic Information Systems
This course is concerned with computer handling of spatial data. It covers essential elements of a GIS, hardware requirements, GIS software, data acquisition, data structures, spatial databases, methods of data analysis and spatial modeling, and applications of GIS in solving a variety of environmental and economic problems.
Prerequisite: EEOS 265.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Tian and Staff

EEOS 381
Applications of Geographic Information Systems
This course is designed to give students an overview of geographic information systems (GIS) applications, a thorough understanding of the design and operation of some commonly used GIS packages, and the practical experience of using a GIS to solve a real world problem. Students go through the entire process from project design to data collection and analysis to the presentation of results.
Prerequisite: EEOS 380.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Tian and Staff

EEOS 383
GIScience and Water Resources
This course will provide students with an introduction to some key geographic information science approaches for investigating issues in water resources and hydrology. Students will build on their existing knowledge of geographic information systems by learning of the data structures, approaches, and analytical techniques specifically suited to the investigation and management of water resources. Hands-on GIS lab exercises will augment the concepts introduced in reading and lecture materials to help the student build capability and understanding.
Prerequisite: EEOS 265 or EEOS 380.
3 Lect Hrs, 3 Credits
Mr Tenenbaum and Staff

EEOS 385
Applied Hydrogeology
This course provides comprehensive coverage of ground water hydrology, from theory to practice, with application to issues of ground water supply, ground water quality, and ground water resource management.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Douglas

EEOS 401
Field Methods in Hydrogeology
This course introduces students to the basic field techniques and methods used to characterize and investigate hydrogeologic systems. the course is intended to complement the theoretical aspects of hydrogeology, providing students with field experience in hydrogeologic analysis.
Prerequisite: EEOS 385 or permission of instructor.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Douglas

EEOS 410
Cartographic Design and Communication
This seminar course teaches the effective design of maps for communicating spatial knowledge and analyzing of geographical data. The course introduces the theory of cartographic design, studies the language of cartography, and examines examples of maps produced by private companies and governments.
Prerequisite: EEOS 360 or permission of instructor.
3 Lect Hrs, 3 Credits
Staff

EEOS 415
Multimedia Cartography
The object of this course is to teach theoretical principles of multimedia cartography, and the techniques to implement them. This is accomplished by introducing the principles of multimedia cartographic design. Students learn how to integrate maps with pictures, images, data, movies, and sound, and acquire the technical knowledge necessary to develop multimedia products.
Prerequisite: EEOS 360 or permission of instructor.
3 Lect Hrs, 3 Credits
Staff

EEOS 417
Internet Geography
The objective of this course is to study the theoretical principles of Internet geography, and in particular of Internet cartography and Internet Geographic Information Systems (GIS), and to learn how to design and implement a website using geographical data and GIS or mapping-based software. A basic knowledge of computer cartography and GIS is required.
Prerequisites: EEOS 360 and EEOS 370, or permission of instructor.
3 Lect Hrs, 3 Credits
Staff

EEOS 444
Cooperative Education Field Experiences in Earth and Geographic Sciences
In this program majors are placed in paid work positions. Credit is awarded only to those who complete an approved learning prospectus, including working reports and a substantial research project. Note: No more than a total of 6 credits in EEOS 444 or EOS 499 may be counted toward the major.
Prerequisites: Major standing in department with over 30 semester hours of credit; minimum grade-point average of 2.5; permission of chair; by departmental invitation only.
3 or 6 Credits

EEOS 460
Digital Image Processing in Remote Sensing
This course is concerned with the computer processing and analysis of remote sensing data. Topics include radiometric and geometric characteristics of remotely-sensed data, image processing systems, image restoration, enhancement techniques, thematic information extraction, classification accuracy assessment, and integration of remote sensing and geographic information systems.
Prerequisites: EEOS 265 and 370, and MATH 125.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Tian

EEOS 465
Environmental Modeling with Raster GIS
This course has three major components. The first component focuses on GIS raster data models, their structure and function, and in particular their use in a modeling context. The second component focuses on the use of modern structures design techniques for forming a basis for the correct design and implementation of geographic information systems applications. Finally, students must complete a term project, applying their knowledge of raster GIS to an environmental modeling problem.
Prerequisite: EEOS 380.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Mr Tian

Department of Environmental, Earth and Ocean Sciences

EEOS 472
Programming for Geoscience Applications
This course teaches the basic skills and fundamental concepts of Microsoft Visual Basic 6 programming language. It is designed for those with no VB or programming experience. It emphasizes the characteristics of geoscience applications and programming techniques for spatial data processing. Exercises include writing programs for statistical analysis, implementation of geoscience models, developing objects in geospatial software applications, customizing geospatial software interface, and exploring Active X data Objects (ADO). Some advanced topics covered include, class modules and Component Object Models (COM) objects.
Prerequisite: EEOS 380 or permission of instructor.
3 Lect Hrs, 3 Credits
Staff

EEOS 475
ArcObjects: Programming ArcGIS with VBA
ArcObjects components are the building blocks of the ArcGIS software suite and provide functionality that developers can use to build powerful GIS applications. This course introduces the ArcObjects libraries to Visual Basic for Applications (VBA) programmers and teaches how to develop custom applications and solutions that extend core ArcGIS functionality. The student will work with VBA development tools and the Customize dialog box and learn how to use the various available help resources. Course exercises address the ArcObjects VBA developer resources to create applications and tools that perform specific GIS tasks including map navigation, feature selection and rendering, spatial operations, data projection, data management, editing, geoprocessing, and map creation.
Prerequisite: EEOS 380 and EEOS 472.
3 Lect Hrs, 3 Credits
Staff

EEOS 478
Independent Study
This course provides an opportunity for a qualified, advanced student to work on a specialized topic or research project under the guidance of a faculty advisor outside the traditional lecture/ discussion/laboratory framework. Meetings between the student and faculty member take place during the project to define goals and expectations and to facilitate the work.
Prerequisite: Permission of instructor and department chair.
Hrs by arrangement, 1-3 Credits

EEOS 480
Special Topics
Provides an opportunity for presentation of particularly timely lectures/laboratories/ field material which do not fall under the purview of any other course.
Prerequisite: Permission of instructor.
1-4 Credits

ENVIRONMENTAL STUDIES PROGRAM

Faculty

Alan D. Christian, Director and Associate Professor

The Program

The Environmental Studies Program is an interdepartmental program of study housed in the Environmental, Earth and Ocean Sciences Department, offering students at the undergraduate level a broad-based interdisciplinary curriculum focusing on the environment. The program was created to address the complexity of the environmental problems facing all of us in the coming years, and to acknowledge their cross-disciplinary nature. Environmental problems and solutions involve scientific, social, and political considerations. These problems range from local to global; they have an impact on economic growth, food production, human health, and the overall quality of life for all living things.

Solutions require practitioners trained to comprehend not only the functioning of the biosphere, but also the uses and limits of technology, the relationship between healthy environments and economic well-being, and the nature of public policy decision-making.

The program is aimed at students seeking to understand the underlying causes of environmental problems, and to make preserving and improving the environment part of their personal and professional lives.

The environmental studies curriculum provides breadth in understanding of environmental issues and depth of specialization encompassing the natural and social sciences. The program explores biosphere functions, economic and technological constraints, and the nature of public policy decision making. Students with an interest in the environment, regardless of their major, may complete the program of study in environmental studies.

Requirements

Students in the program complete a set of six core courses plus an internship, and undertake advanced course work in one of the two program tracks. The program's Environmental Science Track is designed for students in the natural sciences, and the Environment and Society Track for students in the social sciences or humanities.

Courses completed for the Environmental Studies Program may also be used to satisfy University distribution and core requirements, and major department requirements (up to four courses). Three of the nine courses in the program of study must be at the 300 or 400 level.

For matriculated students, successful completion of the program is recorded on official university transcripts when they have met all graduation requirements. Non-matriculated students receive a certificate of completion.

Core Courses

One course chosen from each of the following categories.

1. Introduction to Environmental Studies
   - ENVSTY 101 (The Nature of Environmental Problems)
2. Biological Foundation
   - BIOL 102 (Evolutionary Biology)
   - BIOL 112 (General Biology II)
3. Physical Sciences Foundation
   - ENVSTY 111L (CHEM 111L) (Chemistry and the Environment)
   - ENVSTY 120L (ECOS 120L) (Introduction to Environmental Science)
   - CHEM 115 (Chemical Principles I)
   - CHEM 118 (Chemical Principles II)
   - EEOS 101 (Global Environment)
   - EEOS 115 (Environmental Geology)
   - EEOS 260L (ENVSTY 260L) (Global Change)
4. Economics Foundation
   - ECON 101 (Introduction to Microeconomics)
5. Social Sciences/Humanities Foundation
   - PHIL C108 (Moral and Social Problems)
   - PHIL C205 (Inquiry and Investigation)
   - PHIL 220 (Environmental Ethics)
   - POLSCI 203 (Public Policy)
   - ENVSTY 250L (POLSCI 250L) (Environmental Policymaking)
6. Internship
   - ENVSTY 301 (Internship in Environmental Studies)
7. Advanced Seminar in Environmental Studies
   - ENVSTY 401 (Environmental Problem Analysis and Policy Formulation)

Advanced Courses

Environmental Science Track

Two of the following courses:

- BIOL 200 (Coastal Ecology)
- BIOL 328 (Plant Life)
- BIOL 330 (Biology of Fishes)
- BIOL 333 (Marine Invertebrates)
- BIOL 334 (Microbiology)
- BIOL 338 (Insect Life)
- BIOL 342(Ecology)
- BIOL 344 (Ornithology)
- BIOL 346 (Maritime Ecology)
- BIOL 352 (Evolution)
- CHEM 253 (Organic Chemistry I)
- CHEM 254 (Organic Chemistry II)
- CHEM 311 (Analytical Chemistry)
- EEOS 367L (ENVSTY 367L) (Introduction to Biological Oceanography/Marine Biology)
- EEOS 226L (Introduction to Oceanography)
- EEOS 295 (Groundwater)
- EEOS 330 (Quantitative Hydrogeology)
- EEOS 370 (Remote Sensing)
- EEOS 380 (Introduction to Geographical Information Systems)
- EEOS 385 (Applied Hydrogeology)
- ENVSTY 375 (Environmental and Forensic Geochemistry)

Environment and Society Track

Two of the following courses:

- ART 436 (The American Suburb)
- ECON 345 (Natural Resources and Sustainable Development)
- ECON 349 (Economic Approaches to Environmental Problems)
- EEOS 324 (Coastal Zone Management)
- EEOS 340 (Planning and Land Use Law)
- EEOS 370 (Remote Sensing)
- EEOS 378 (Resource Management)
- EEOS 380 (Introduction to Geographic Information Systems)
- ENGL 408 (American Romanticism)
- ENVSTY 240L (AMST 240L) (U.S. Environmental History)
- ENVSTY 250L (POLSCI 250L) (Environmental Policymaking)*
- PHIL 215 (Philosophical Foundations of Public Policy)
- PHIL 220 (Environmental Ethics*)
- PHIL 307 (Technology and Values)
- POLSCI 203 (Public Policy*)

Environmental Studies Program

- POLSCI 348 (Science and Public Policy)
- SOCIOL 373 (Population and Ecology)
- MKT 415 (Environmental Issues in Marketing/Management) (College of Management)
- PHIL 220, ENVSTY 250L, and POLSCI 203 may be used to fulfill either a core or specialized environmental studies program requirement, but not both.

Transfer Credit Policy

Transfer credit may be arranged with the permission of the director of the program.

Pass/Fail Option

One course, in addition to the internship (ENVSTY 301), may be taken pass/fail and applied to the program.

Cross-Listed Courses

Courses followed by an "L" are cross-listed with another department or program, as indicated by the parentheses in the course title: for example, "ENVSTY 250L (POLSCI 250L)," which is cross-listed with the Political Science Department.

Courses

ENVSTY 101
The Nature of Environmental Problems
An introduction to environmental issues and analysis emphasizing comparisons between the sustainable characteristics of ecosystems, both natural and human, and the human impacts on the Earth's life support systems. Topics include human population growth, food production, use of natural resources, pollution, loss of bio-diversity, and conservation strategies.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 3 Credits
Mr Christian

ENVSTY 111L (CHEM 111L)
Environmental Concerns and Chemical Solutions
Human society is constantly facing such environmental issues and problems as ozone depletion, air pollution, acid rain, and the dangers of nuclear energy. This course provides students with a foundation in chemistry that can be used to examine these and other environmental concerns. A combination of hands-on-work and small-group projects illustrates the science behind these issues, and helps students develop an unbiased view.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 1 Disc Hr, 3 Credits
Ms Foster

ENVSTY 120L (EEOS 120L)
Introduction to Environmental Sciences
This course offers a broad overview of the physical, chemical, biological, and geological principles underlying the environmental sciences. Students are introduced to natural processes and interactions in the atmosphere, in the ocean, and on land. The course focuses on biogeochemical cycling of the elements, as well as on changes in these natural cycles with time, especially with recent anthropogenic effects.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 1 Disc Hr, 3 Credits
Mr Chen

ENVSTY 246L (AMST 246L)
U.S. Environmental History
Since human beings first arrived in the land that we know today as the United States, they have altered its landscape, natural resources and ecosystems and have in turn had their actions and values changed by these elements. The course explores these interactions from the time of the earliest Native American settlers to today's multicultural society—from problems that were primarily related to land use and food resources to such complex contemporary issues as air and water pollution, resource scarcity, species extinction, and global warming. Central to the course is the question of whether understanding the historical roots of environmental problems helps to identify possible solutions.
Distribution Area: Humanities (HU).
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Christian

ENVSTY 250L (POLSCI 250L)
Environmental Policymaking
This course provides an overview of environmental policymaking in the US and to a lesser degree internationally. It examines how environmental knowledge is turned into laws, regulations, management practices, and social behavior. Through case studies and role-playing, students experience the dynamic interplay of science, interest group politics, economic and institutional constraints, and value-based social movement organizing.
Distribution Area: Social and Behavioral Sciences (SB).
3 Lect Hrs, 3 Credits
Staff

ENVSTY 260L (EEOS 260L)
Global Environmental Change
This course examines the cross-disciplinary (astronomical, geophysical, chemical and biological) interactions and cycles that cause global environmental change and the impact of human activities on natural Earth-Ecosystem processes, including global warming, pollution, resource use, deforestation, ozone-depletion, and biodiversity reduction. The environmental, social, and economic trade-offs associated with policy and management decisions will also be discussed.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 3 Credits
Mr Olsen

ENVSTY 267L (EEOS 267L)
Introduction to Biological Oceanography/Marine Biology
This course will examine some of the dominant habitats within the marine world in terms of the organisms that inhabit these regions, the biological and chemical processes that are dominant within those environments, and the impact of that habitat on the ocean as a whole and on humans.
Prerequisites: ENVSTY 101 or L120, or BIOL 111 and 112, or permission of the instructor.
3 Lect Hrs, 3 Credits
Ms Urban-Rich

ENVSTY 280
Special Topics in Environmental Studies
The course covers a variety of areas in environmental studies. The topic is announced during preregistration period.
Variable Hrs, 1-3 Credits

ENVSTY 301
Internship in Environmental Studies
The internship requires a minimum of 100 hours of service doing environmental work with government, non-government, corporate, or research organizations. The program can assist students in finding appropriate internship placements. Each student's supervisor at the placement organization provides a report on the intern's performance and students submit a paper to the program director describing their internship experience. The number of credits varies according to the number of internship hours. This course may be taken on a pass/fail basis only.
Prerequisite: Permission of program director.
Variable Hrs, 1-3 Credits

ENVSTY 364
Environmental Justice
Environmental justice is defined by the state of Massachusetts as the equal protection and meaningful involvement of all people with respect to the development, implementation, and enforcement of

Environmental Studies Program

environmental laws, regulations, and policies and the equitable distribution of environmental benefits. This course provides an overview of environmental justice as an aspect of U.S. environmental policy. The goal of the course is to give students the ability to develop and articulate informed opinions about environmental justice, to understand how the concept came into use, and to think critically about measuring and solving environmental justice problems. The course uses written assignments, case studies, and role-playing exercises to help students develop the analytical skills necessary to tackle this topic.
3 Lect Hrs, 3 Credits
Staff

ENVSTY 380
Special Topics in Environmental Studies
The course covers a variety of areas in environmental studies at an advanced level. The topic is announced during preregistration period.
Prerequisite: Permission of program director.
Variable Hrs, 1-3 Credits

ENVSTY 401
Environmental Problem Analysis and Policy Formulation
This is the capstone course for students who enroll in the Environmental Studies Program. Students in this small seminar analyze a particular environmental problem, often one directly associated with UMass Boston or its immediate community. Students examine the technical, social, and political aspects of the problem, determine whether policy changes or other initiatives are necessary, and develop a plan of action. Recent topics have included reducing the environmental "footprint" of UMass Boston and evaluating watershed management for communities near Boston.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Rudnick

ENVSTY 478
Independent Study
Research and reading in a selected area of environmental studies, guided by a faculty advisor.
Hrs by arrangement, 1-3 Credits

GEOGRAPHIC INFORMATION TECHNOLOGIES CERTIFICATE PROGRAM

The Program

The Geographic Information Technologies Program, administered through the Department of Environmental, Earth and Ocean Sciences (EEOS), offers a number of courses teaching the concepts, principles, techniques, and applications of geographic information systems (GIS), global positioning systems (GPS), computer cartography, remote sensing, digital image processing and photogrammetry. The program is designed for majors in EEOS or any other discipline that makes use of spatial data, and for non-matriculated students who wish to acquire the necessary background and skills for employment in the field of geographic information technologies.

The program concentrates on four distinct areas: (1) geographic information systems, (2) remote sensing, (3) cartography, and (4) numerical modeling of geographic and environmental systems. Students will become familiar with the techniques and underlying principles of the collection, manipulation, and analysis of geographic data and the effective presentation of spatial information. Most of the courses offered through the program are hands-on and computer-based.

Eligibility

The program is open to all undergraduates at the University of Massachusetts Boston, as well as to non-matriculated students, and working professionals who are interested in obtaining a certificate of study. EEOS majors may enroll in the program; up to four courses taken as part of the program may count towards their major. For matriculated students, successful completion of the program is recorded on official university transcripts when they have met all graduation requirements. Non-matriculated students receive a certificate of completion.

Requirements

Six courses are required for completion of the program. Students are required to take

- EEOS 261 (Statistics for Earth and Geographic Sciences)
- EEOS 370 (Remote Sensing)
- EEOS 380 (Introduction to Geographic Information Systems)
- EEOS 465 (Environmental Modeling with Raster GIS)

EEOS 265 (Computer Applications in Geography) is a prerequisite for several required courses in the program. The prerequisite may be waived for students who have adequate experience with computers (comfortable operating in the Windows environment and using programs that feature a graphical user interface) and have previous exposure to geographic concepts (basic knowledge of geographic and projected coordinate systems). Regardless of whether or not EEOS 265 is taken, all students must still complete six courses in the program, selecting two electives from the following list

- EEOS 266 (Building and Editing a Geodatabase in ArcGIS)
- EEOS 360 (Computer and Analytical Cartography)
- EEOS 381 (Applications of Geographic Information Systems)
- EEOS 383 (GIScience for Water Resources)
- EEOS 417 (Internet Cartography)
- EEOS 444 (Cooperative Education Field Experience in EEOS)*
- EEOS 472 (Programming for GIScience Applications)
- EEOS 475 (ArcObjects: Programming ArcGIS with VBA)
- EEOS 478 (Independent Study)*
- EEOS 480 (Special Topics)*
- EEOS 498 (Honors)*
- EEOS 499 (Practicum)*

Asterisked courses must contain sufficient GIT content to be eligible for consideration as an elective toward the GIT program.

HYDROGEOLOGY CERTIFICATE PROGRAM

The Program

The Hydrogeology Program, administered through the Department of Environmental, Earth and Ocean Sciences (EEOS), offers a sequence of courses which, taken as a whole, will teach the concepts, techniques of evaluation, and applications of the broad field of ground water study. The program includes examination of geologic principles relevant to hydrogeology, traditional ground water resources evaluation, and modeling of ground water phenomena using current applicable software. Additionally, this program is intended to be interdisciplinary; electives from chemistry and mathematics may be taken as part of the program.

The program is designed for majors in EEOS or any other discipline in which an understanding of hydrogeological phenomena would be beneficial. It is also useful for those professionals already working in the fields of site assessment, evaluation, and/or remediation, who may wish to acquire technical education toward certification as a licensed site professional.

Eligibility

The program is open to all undergraduates at the University of Massachusetts Boston, as well as to non-matriculated students, or working professionals. EEOS majors may enroll in the program; four courses taken as part of the program may count toward their major.

For matriculated students, successful completion of the program is recorded on official university transcripts when they have met all graduation requirements. Non-matriculated students receive a certificate of completion.

Requirements

Seven courses (a minimum of 21 credits) are required for the completion of the progam. Courses required for the program are EEOS 110 (Physical Geology), EEOS 305 (Hydrology), EEOS 350 (Quantitative Hydrogeology), EEOS 385 (Applied Hydrogeology), and EEOS 401 (Field Methods in Hydrogeology). Two electives are available from a number of selected EEOS, chemistry, and mathematics courses.

Students wishing to enroll in the program must have the approval of the EEOS Department Chair or the Director of the Hydrogeology Program.

INFORMATION TECHNOLOGY

Faculty

Bill Campbell (IT Program Director): Information Technology, System Administration, Programming Languages and their Implementation, and Software Engineering. Jean-Pierre Kuilboer: Database Design, Object-Oriented Systems, E-commerce, Data Communications, and Information Systems Security. Oscar Gutierrez: Information Systems, Databases, Systems Analysis and Design, and Project Management. Roger Blake: Object-Oriented Software Development, Databases, Systems Architecture, Systems Analysis and Design, Quantitative Analysis, and Data Mining. Ron Cheung: Information Technology, Real-time Systems, and Networks. Noushin Ashrafi: Systems Analysis and Design, Project Management Ramakrishna Ayyagari: Information Security, Enterprise Software Pratyush Bharati: Project Management, Web Design, and International Production of Software/Services Ricardo Checchi: Enterprise Software, ERP, and Public IT Policies Daniel (One_Ki) Lee: Project Management, IT and Business Strategies Peng Xu: Systems Analysis and Design, and CRM. Wei Zhang: Knowledge Management and Network Management.

The Major

The BS in information technology is offered jointly by two departments in two colleges: the MSIS Department in the College of Management (CM) and the CS Department in the College of Science and Mathematics (CSM). This makes for a better program; you get both the technical aspects and the business aspects of IT.

This is a hands-on, project-based program. Yes, you will be reading. But you will be working on projects, by yourself, in pairs and in teams. The projects will be the kind that you may encounter in the workplace.

There is a core body of knowledge (provided by a core set of courses) that everyone masters. Then you choose a specific *track* in which to concentrate. There are also various *electives* from which you may choose.

Right now there are two tracks:

1. System Administration—where you will learn what is necessary to be a competent system administrator who builds and maintains networks of computers.
2. Information Architecture—where you will learn what is necessary to be a system architect who specifies the requirements for (and some of the design of) systems in such a way that someone else can implement them.

Other tracks may be added in the future.

Requirements

1. Students must satisfy the general education requirements for the BS degree in their chosen college: CSM or CM.
2. Students must take IT 110, IT 111L, IT 114L, IT 115L, IT 230L, IT 240, IT 244, IT 246, and IT 285L.
3. Students must complete the courses of *one* track. Currently, there are two tracks to choose from:
   a. System Administration: IT 341, IT 441, IT 442, and IT 443.
   b. Information Architecture: IT 360, IT 428L, IT 460, and IT 461L.
4. After completing a track, students must complete IT 425L, three professional electives from a list maintained by the program, and the capstone course, IT 485.

Three professional electives may be chosen from the following list of courses:

IT 478 Independent Study, IT 480 Special Topics, IT 495 Practicum in IT

MSIS 422: Decision Support Systems, MSIS 426: e-business and e-commerce Infrastructure, MSIS 427: Knowledge Management, MSIS 430: International Information Management, MSIS 454: Supply Chain Management, MSIS 455: Decision Analysis

AF 210 Financial Accounting, AF 211 Managerial Accounting, AF 363 Cost Accounting, AF 210 Financial Accounting, AF 211 Managerial Accounting, AF 301 Introduction to Financial Management, AF 325 Theory of Corporate Finance

ACM 299 Analysis and Communication for Managers, MGT 303 Managing Organizations, MGT 470 Entrepreneurship and Innovation in Organizations

MKT 301 Principles of Marketing, MKT 310 Data Analysis for Marketing, MKT 404 Retailing in the Internet Age, MKT 405 Web Page Marketing

CS 210 Data Structures, CS 240 C Programming, CS 310 Advanced Data Structures and Algorithms, CS 341 Computer Architecture and Organization, CS 410 Introduction to Software Engineering, CS 430 Database Management Systems, CS 437 Database-backed Web Sites, CS 440 Introduction to Operating Systems, CS 445 Real Time Systems, CS 450 The Structure of Higher Level Languages, CS 451 Compilers, CS 460 Graphics, CS 470 Introduction to Artificial Intelligence.

For More Information

Questions? Need additional information? Want to visit? Feel free to contact us.

Bill Campbell
Department of Computer Science
College of Science and Mathematics
william.campbell@umb.edu
617-287-6449

Jean-Pierre Kuilboer
Department of Management Science and Information Systems
College of Management
jeanpierre.kuilboer@umb.edu
617-287-7868

Information Technology Courses

IT 110
IT Problem Solving
Several IT concepts are introduced including programming, databases, networking, web servers and how they work together in a modern system. Students work in groups to implement examples of these systems. The course examines the importance of key issues such as security and human-computer interaction (HCI). Students should leave the course with an understanding of the components of modern systems and the scope of knowledge needed to become an IT professional.
3 Lect Hrs, 3 Credits

IT 111L
Managerial Statistics
Provides the student with the basic statistical techniques needed for business decision making in areas such as operations management, quality improvement, marketing research, finance, and general management. The course examines collection and presentation of data, frequency distributions, basic probability, statistical inference, and regression. Students use statistical software for data presentation and analysis.
Prerequisites: MATH 129 or MATH 130 or appropriate scores on math placement exam. Corequisite: IT 110 or MSIS 110.
3 Lect Hrs, 3 Credits

IT 114L
Introduction to Java Part I
An introductory course in Java programming that exposes students to the concepts involved in using a higher-level, object-oriented programming language. The course will

Information Technology

explain the program development process and give students lots of hands-on experience writing small Java programs.
Prerequisites: MATH 129 or MATH 130, or appropriate scores on the math placement exam.
Distribution Area: Mathematics (MT).
3 Lect Hrs, 3 Credits

IT 115L
Introduction to Java Part II
A second course in Java programming that exposes students to the concepts involved in using a higher-level, object-oriented programming language. This course, a continuation of IT114L, covers more advanced Java topics and gives students hands-on experience writing small and medium-size Java programs. This course and CS110 may not both be taken for credit.
Prerequisite: IT 114L.
Distribution Area: Mathematics (MT).
3 Lect Hrs, 3 Credits

IT 230L
Relational Databases
This course provides a thorough review of basic relational database concepts and how to apply these concepts to a variety of application problems. The course focuses on the use and properties of relational database management systems. Topics covered include DBMS architecture levels, data modeling, data definition and manipulation capabilities of Structured Query Language programming, and programming techniques for accessing relational databases.
3 Lect Hrs, 3 Credits

IT 240
Web Fluency
This course develop an in-depth understanding of how the web works from a technical standpoint, meaning how dynamic pages are created and delivered by web servers, and then used by browsers and other clients. Students demonstrate this understanding by achieving competency by using a current integrated development environment (IDE) to develop web applications.
3 Lect Hrs, 3 Credits

IT 244
Introduction to Linux/UNIX
A course designed to introduce students to Linux and UNIX. Students will install, set up, and operate standard tools and learn how they operate together. By the end of the course students will have installed a fully functional Internet server while understanding its structure. Security issues of operating systems will be studied throughout the course.
3 Lect Hrs, 3 Credits

IT 246
Introduction to Networks
We will study basic data communication and networking concepts for LAN and WAN: network protocols, with emphasis on Ethernet, PPP, TCP/IP, and WWW protocols, and mobile and wireless networks. Network applications include Telnet, ftp, email, distributed file systems, and client-server applications. We survey network security issues. We will do hands-on network simulation and network sniffing exercises to see how these technologies work in practice.
3 Lect Hrs, 3 Credits

IT 285L
Social Issues and Ethics in Computing
This course explores some of the ethical and societal issues that are raised by computing. Topics include privacy, freedom of expression, intellectual property, liability, the effect of computing on social interaction, and human-computer interface issues. Students write an analytical paper on an appropriate topic and also present their findings to the class.
3 Lect Hrs, 3 Credits

IT 341
Introduction to System Administration
This is an introduction to the process of choosing, installing, configuring and maintaining UNIX operating systems such as Linux. Topics include user management, file system management, security, networked file systems (NFS), networked information systems (NIS), domain name servers (DNS), mail systems and printers. Students will get practice writing shell scripts. Also, students are introduced to general system administration policy.
Prerequisite: IT 244.
3 Lect Hrs, 3 Credits

IT 360
Enterprise Software
This course explains the core applications of a typical organization to support their fundamental business functions. It explains the role of IT in attaining c°ompetitive advantage and how modern organizations configure commercially available products to satisfy their information needs. The course makes extensive use of collaborative technologies and business applications to demonstrate the work of virtual teams and how they implement their operations.
Prerequisites: IT 110 and 60 credits.
3 Lect Hrs, 3 Credits

IT 425L
Project Management
This course covers techniques and managerial concepts of project management. It prepares students to manage either complex physical projects or complex software development projects. Topics presented in this course include project life cycles, economic analysis of projects, work breakdown structure, cost estimation, and the scheduling, staffing, directing, and controlling of projects. The course also covers the use of management science techniques and computer software for project management.
Prerequisite: 60 credits.
3 Lect Hrs, 3 Credits

IT 428L
Introduction to Information Security
The purpose of the course is to provide the student with an overview of the field of information security and assurance. Students will be exposed to the spectrum of security activities, methods, methodologies, and procedures. Coverage will include inspection and protection of information assets, detection of and reaction to threats to information assets, and examination of pre- and post-incident procedures, technical and managerial responses, and an overview of the information security planning and staffing functions.
Prerequisites: 60 credits.
3 Lect Hrs, 3 Credits

IT 441
Network Services Administration
This course builds upon the material learned in IT 341, Introduction to System Administration. It shows how one may better administer networked computer systems by automating many of the administration regimes and by effectively managing those who help. Topics include scripting, heterogeneous networks, remote management, the legal issues of network administration, an introduction to network security, and the design and implementation of policy. Students are also introduced to issues in managing others.
Prerequisite: IT 341.
3 Lect Hrs, 3 Credits

IT 442
Windows System Administration
This is an introduction to the process of choosing, installing, configuring and maintaining Microsoft Windows client and server systems. Topics include user management, file systems, network domains and domain management, mailers, and printing. Students get practice in writing scripts for performing maintenance tasks. Also,

Information Technology

students learn how these tasks fit into the more general system administration process.
Prerequisite: IT 244.
3 Lect Hrs, 3 Credits

IT 443
Network Security Administration
This course explores the application of policy and techniques to securing both public and private networks. The course is project-based and includes such topics as threat analysis and management, cryptography, firewalls, isolation, issues in securing wireless networks, and certificates.
Prerequisite: IT 341.
3 Lect Hrs, 3 Credits

IT 460
Integration Methodologies and Tools
This course develops an understanding of applications architecture based on building IT systems out of common parts and a service-oriented architecture. These are collections of information services, modules, and functional components that can be reused in a variety of common contexts. The course will apply several tools to exemplify the use of heterogeneous reusable modules to fulfill an information service. An underlying methodology for integration will be applied.
Prerequisites: IT 110 and 60 credits.
3 Lect Hrs, 3 Credits

IT 461L
System Analysis and Design
This course provides an introduction to the analysis and logical design of computer-based information systems. Information systems development is a process in which technical, organizational, and human aspects of a system are analyzed and changed in the hope of creating an improved system. In spite of the advanced technology that surrounds computer-based information systems, the process of systems analysis and design is still largely an art. There is a high dependence on the skills of individual analysts and designers, even though there are principles, methods, techniques and tools to guide and assist in the processes involved. This course will give students an understanding of the tools and techniques that are available and will introduce the concepts and theory that underlie the processes.
Prerequisites: IT 110 and 60 credits.
3 Lect Hrs, 3 Credits

IT 485
Information Technology Capstone
Students will work on a semester-long project particular to their track and meet together with an instructor and with students from other tracks to discuss each other's projects. Students will deliver a product that is appropriate to their track in the IT program. At the end of the semester, students report on their product, both in oral presentations and demonstrations and in writing.
Prerequisite: IT 425.
3 Lect Hrs, 3 Credits

INTERDISCIPLINARY COURSES

INTR-D 106
Maritime History
This course offers a brief introduction to New England maritime history and its role in the coastal environment, both natural and human. More than that, it offers each student a chance to add to the "mental toolbox" new tools that may be useful in other areas unrelated to maritime history.
3 Lect Hrs, 3 Credits

INTR-D 107
Water Resources Planning and Management
This course is a comprehensive introduction to the economics and ecology of water supply and water pollution control. Topics include watershed management, groundwater and wetlands protection, wastewater treatment and coastal zone management. The inherent difficulty in applying static laws and regulations to a dynamic natural resource such as water is a recurring theme in the course. It is strongly recommended for students interested in environmental management.
3 Lect Hrs, 3 Credits

INTR-D 108
Introduction to Marine Mammals
This course explores the biology and natural history of marine mammals in the North Atlantic, including whales, dolphins and seals. Topics include evolution, anatomy, behavior, field identification, the history of whaling, and contemporary whaling issues. Demonstration laboratory work focuses on a small marine mammal. One Saturday field trip on Massachusetts Bay is required.
Prerequisites: BIOL 111-112, or equivalent.
3 Lect Hrs, Lab and Field Trips, 3 Credits

INTR-D 125
Science for Humane Survival I
This course deals with the role of science in our society. It develops the perspective that scientific problems and controversies cannot be divorced from their political, economic, and social implications. After some introductory discussion of scientific methodology, validation of scientific theories, and questions concerning the objectivity of science, the class turns to some critical "global" problems. These include problems centering on population, natural resources, food production, environmental pollution, and energy. No scientific background is assumed, but enough science is presented in the course to permit meaningful discussion. This course has no prerequisites.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs/1 Disc Hr, 3 Credits

INTR-D 126
Science for Humane Survival II
This course deals with the role of science in our society and focuses on "local" problems. Among the topics discussed are food and nutrition, health care, scientific management, and several aspects of biological determination including social Darwinism, DNA screening, IQ, sex roles, sociobiology, and cloning. No scientific background is assumed, but enough science is presented in the course to permit meaningful discussion. This course has no prerequisites.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs/1 Disc Hr, 3 Credits

DEPARTMENT OF MATHEMATICS

Faculty

Dennis Wortman, Associate Professor and Chair; Professors Ethan Bolker, Hans Herda (Associate Chair), Associate Professors Stephen Jackson, Timothy Killingback, Maura Mast, Alfred Noël; Assistant Professors Eduardo González, Karen Ricciardi, Catalin Zara; Lecturers Seth Boorstein, Wen Kong, Sheldon Kovitz, Catherine Roche; Part-time Lecturers Christopher Agunwamba, Joan Boorstein, Joseph Cooper, Zorica Djordjevic, Tom Fratto, Fadia Harik, Tonyo Poweigha, Isaac Reif; Emeritus Professors Bernice Auslander, Patricia Davidson, Matthew Gaffney, Herbert Kanowitz, Joan Lukas, Robert Seeley

The Department

The Department of Mathematics offers BS and BA degrees, as well as a minor in mathematics. Either degree can be used as preparation for graduate study in mathematics or for careers in such diverse fields as education, accounting and finance, actuarial analysis, computer programming, computer systems analysis and engineering.

In addition to courses for mathematics majors, the department offers introductory courses to prepare undergraduate students for programs in premedical studies, management, the social sciences, and the natural sciences.

For additional information about the department, visit our website, www.math.umb.edu.

Preparatory Work

Any student who intends to take a mathematics course at or below the level of MATH 140 or MATH 145 (Calculus I) must furnish proof to the department that he or she is prepared for that course. The required proof is successful completion of the appropriate math placement test or appropriate prerequisite mathematics course, **which must have been taken at UMass Boston** (i.e., not an equivalent transferred course).

Transfer Credit and Math Placement Test Policy

Students with questions about transfer credit, CLEP and math placement test policy should consult the associate chair of the department. In general, however, no student is allowed to take a math course for credit if he/she has already successfully completed a course for which that math course is a prerequisite.

Preparation and Fundamental Skills

The Office of Academic Support Services offers several courses that carry no graduation credit: MATHSK 097, MATHSK 098, and MATHSK 099. Their purpose is to prepare students for MATH 114Q and MATH 115 and to provide instruction in elementary mathematics. For details, consult the "Academic Support" section of this publication.

"QR" Courses

Courses with a "QR" suffix meet the Quantitative Reasoning Requirement. This requirement may also be met in other ways. For complete information on the Quantitative Reasoning Requirement, see the CSM "Graduation Requirements" section of this catalog.

Majors

Required Courses (BA or BS)

MATH 140 (Calculus I) or MATH 145 (Calculus I for Life and Environmental Sciences), MATH 141 (Calculus II), MATH 240 (Calculus III), MATH 260 (Linear Algebra I), MATH 280 (Introduction to Proofs), MATH 310 (Applied Ordinary Differential Equations),MATH 320L or CS 320L (Applied Discrete Mathematics), MATH 345 (Probability and Statistics I), MATH 360 (Abstract Algebra I), MATH 361 (Abstract Algebra II), MATH 450 (Introduction to Real Analysis), CS 110 (Introduction to Computer Programming) or CS 115L (Introduction to Java–Part 2), PHYSIC 113 (Fundamentals of Physics I).

Electives

Three additional elective mathematics courses at or above the 300 level must be taken. One of these three, with the permission of the department, may be replaced by a cognate course. Courses that would normally be accepted are: Theory of Computation (CS 420), Mathematical Physics (PHYSIC 616), and Environmental Statistics (ES 611). Prospective high school teachers should include among their electives History of Mathematics (MATH 370), Number Theory (MATH 458), and Survey of Geometry (MATH 460).

Majors are required to take at least four 300- or 400-level mathematics courses at UMass Boston. This limits the number of transfer courses that may be applied to the degree.

Majors are required to achieve at least a C average (2.0 GPA) in all courses required for the major. Only courses taken at UMass Boston are included in computing the average.

For the BS degree, four additional science courses, one of which must be PHYSIC 114, and a lab course are required. Each course must be part of the major requirements in the department offering the course.

Note that no course taken as part of the major may be taken pass/fail, nor may any science course that is used to satisfy the BS requirements.

A Sample Major Program by Semester:

1st: MATH 140, CS 110 (or CS 114L)

2nd: MATH 141, PHYSIC 113, (CS 115L, if CS 114L was taken previously)

3rd: MATH 240, MATH 260, PHYSIC 114 (if fulfilling the BS)

4th: MATH 280, MATH 310, science course (if fulfilling the BS)

5th: MATH 320L, MATH 360, science course (if fulfilling the BS)

6th: MATH 345, MATH 361, science course (if fulfilling the BS)

7th: Two 300- or 400-level mathematics electives

8th: MATH 450, one 300- or 400-level mathematics elective

Minor

MATH 140, 141, 240, 260, and any three courses at the 300 level and above (one of which may be an independent study, MATH 478), provided that no more than two of the 300-level and above courses are also counted as part of the student's major requirements. Among the required 300-level or higher courses for the minor, at least two must be taken in the Mathematics Department at UMass Boston. Note that no course taken as part of the minor may be taken pass/fail.

Double Major

A double major in mathematics and some other area is allowed provided that no more than two upper-division courses (300 or 400 level) are counted as part of both majors.

Juan Carlos Merlo Prize

This prize is awarded annually to a graduating mathematics student for outstanding achievement. The prize honors the memory of Professor Juan Carlos Merlo, a distinguished teacher and scholar who died in 1974 while in the service of the University of Massachusetts Boston.

Department of Mathematics

Taffee Tanimoto Award for Service

This prize is awarded annually to a graduating senior who has particularly distinguished him or herself by being of service to classmates and the department. The prize honors Professor Taffee Tanimoto, who founded the Department of Mathematics and Computer Science at UMass Boston in 1965 and was its chair for 11 years.

Litton Industries Scholarship

Two scholarships established by Litton Industries are awarded to undergraduate students who will be at the junior or senior level in the coming fall semester. Prospective candidates should see the department chairperson.

Alton J Brann Scholarship

Two scholarships established by Alton J Brann are awarded to undergraduate students who have a minimum of 30 credits but no more than 90 credits. Prospective candidates should see the department chairperson.

Mathematics Courses

MATH 114QR
Quantitative Reasoning

For a complete description of this course, see the "First-year and Intermediate Seminars" section of this publication.

MATH 115
College Algebra

Designed primarily but not exclusively for students seeking a stronger foundation in algebra before taking MATH 129 or MATH 130. Topics include basic algebra concepts, linear equations and inequalities, properties of functions, linear and quadratic functions, absolute value equations and inequalities, systems of equations.
Prerequisite: A suitable score in the appropriate math placement test or MATH 125.
3 Lect Hrs, 3 Credits

MATH 125
Introductory Statistics

Topics include introductory statistics, covering descriptive statistics; introductory probability sufficient to enable development of inferential statistics; and inferential statistics.
Prerequisite: A suitable score in math placement test B or MATH 114Q or MATH 115.
Distribution Area: Mathematics (MT).
3 Lect Hrs, 3 Credits

MATH 129
Pre-Calculus for Management and Social Science Students

This course teaches the algebraic and conceptual skills students need to master before they are ready for MATH 134 or MATH 135. The major part of the course then involves the application of linear, quadratic, and exponential models to problems in management and economics.
Note: Students intending to take Calculus I and II (MATH 140 and 141) should take MATH 130 instead of MATH 129. Students may take MATH 130 after MATH 129, but only with the explicit permission of the department, and then only for two credits.
Prerequisite: A suitable score on the math placement test B or completion of MATH 115 within the past semester with a grade of B or higher.
Distribution Area: Mathematics (MT).
3 Lect Hrs, 3 Credits

MATH 130
Precalculus

Preparation for first-year calculus. Covers symmetry, graphs, functions, lines, parabolas and max-min problems, exponential and logarithm functions, exponential growth, and the trigonometric functions and their inverses.
Note: No student receives graduation credits for MATH 130 if it is taken after successful completion of any higher math course. Students who have successfully completed MATH 130 may not subsequently take MATH 129 for credit. Students may take MATH 130 after MATH 129 only with explicit permission of the department, and then only for two credits.
Prerequisite: A suitable score on the math placement test B or completion of MATH 115 within the past semester with a grade of B or higher.
Distribution Area: Mathematics (MT).
3 Lect Hrs, 3 Credits

MATH 134
Managerial Calculus

A one-semester course in calculus, with particular emphasis on applications to economics and management. Topics covered include limits, continuity, derivatives, and integrals. Students may not receive graduation credit for both MATH 134 and MATH 135. Students may take MATH 140 or MATH 145 after MATH 134, but only with the explicit permission of the department and then only for two credits.
Prerequisite: A suitable score on the mathematics placement test D or successful completion of MATH 129.
Distribution Area: Mathematics (MT).
3 Lect Hrs, 3 Credits

MATH 135
Survey of Calculus

Calculus developed intuitively and applied to problems in biology, economics, psychology, and geometry. A course for non-physical science and non-mathematics majors. Suitable for some pre-medical programs.
Note: No student receives graduation credit for MATH 135 if it is taken after successful completion of MATH 134 or 140 or a higher Math course. Students may take MATH 140 or MATH 145 after 135 only with explicit permission of the Department, and then only for two credits. (Course offered in the spring only.)
Prerequisite: Successful completion of MATH 129 or MATH 130, or a suitable score on math placement test D.
Distribution Area: Mathematics (MT).
3 Lect Hrs, 3 Credit

MATH 140
Calculus I

The first in the sequence of calculus courses for science and math majors. Starts with the basic concepts of functions and limits. Topics covered include: derivatives and their applications, definite and indefinite integrals with applications to geometric and physical problems, and discussion of algebraic and transcendental functions.
Note: A student who has received credit for either MATH 134 or MATH 135 may not take MATH 140 for credit without the explicit permission of the department and then only for two credits. A student cannot receive credit for both MATH 140 and MATH 145.
Prerequisite: A suitable score on math placement test C, or completion of MA 130 within the past semester with a grade of B or higher.
Distribution Area: Mathematics (MT).
4 Lect Hrs, 4 Credits

MATH 141
Calculus II

Continuation of MATH 140. Topics include transcendental functions, techniques of integration, applications of the integral, improper integrals, l'Hospital's rule, sequences, and series. Please note: Because MATH 141 is the second part of the integrated calculus sequence, it should be taken as soon as possible after MATH 140.
Note: A student who has taken MATH 146 may not take MATH 141 for credit without explicit permission of the department, and then only for two credits.
Prerequisite: MATH 140 or MATH 145 equivalent.
Distribution Area: Mathematics (MT).
4 Lect Hrs, 4 Credits

Department of Mathematics

MATH 145
Calculus I for Life and Environmental Sciences
This course is the first in the sequence of calculus courses for life science and environmental science majors. The topics covered are parallel to the topics covered in MATH 140; however, the applications presented in this course have origins in biological and environmental systems. The course begins with the basic concepts of functions, discrete time models, and limits in the context of population models. Further topics covered include: derivatives along with their applications to mathematical modeling and definite and indefinite integrals with applications to geometric, biological, and environmental problems. Students who complete this course will be eligible for Calculus II (MATH 141) or Calculus II for the Life and Environmental Sciences (MATH 146), as well as for Mathematical Biology (MATH 303) and any other course in the mathematics department that has MATH 140 as a prerequisite.
Note: A student who has received credit for either MATH 134 or MATH 135 may not take MATH 145 for credit without the explicit permission of the department, and then only for two credits. A student cannot receive credit for both MATH 140 and MATH 145.
Prerequisite: A suitable score on math placement test C, or completion of MATH 130 within the past semester with a grade of B or higher.
Distribution Area: Mathematics (MT).
4 Lect Hrs, 4 Credits

MATH 146
Calculus II for Life and Environmental Sciences
This course is the second in the sequence of calculus courses for life science and environmental science majors. The topics covered do not parallel the topics covered in MATH 141 Calculus II; however, the material covered in this course introduces the student to mathematical fields that are commonly applied in the study of life and environmental sciences. Applications presented in this course have origins in biological and environmental systems. The course begins with a brief review of integration techniques learned in Calculus I, and continues with a thorough analysis of integration. Computational methods, differential equations, linear algebra, and multivariable calculus are introduced so that the student may examine dynamical systems that are central to understanding the behavior of many physical models. This course does not prepare a student to take Calculus III (MATH 240).
Note: A student who has taken MATH 141 may not take MATH 146 for credit without explicit permission of the department, and then only for two credits.
Prerequisite: MATH 145 or MATH 140 or equivalent.
Distribution Area: Mathematics (MT).
4 Lect Hrs, 4 Credits

MATH 240
Calculus III
Differential and integral calculus of functions of several variables and of vector fields. Topics include Euclidean, polar, cylindrical, and spherical coordinates; dot product, cross-product, equations of lines and planes; continuity, partial derivatives, directional derivatives, optimization in several variables; multiple integrals, iterated integrals, change of coordinates, Jacobians, general substitution rule; curves and surfaces, parametrizations, line integrals, surface integrals; gradient, circulation, flux, divergence; conservative, solenoidal vector fields; scalar, vector potential; Green, Gauss, and Stokes theorems. Please note: Because MATH 240 is the final part of a three-semester calculus sequence, it should be taken as soon as possible after MATH 141.
Prerequisite: MATH 141.
4 Lect Hrs, 4 Credits

MATH 260
Linear Algebra I
Elementary theory of vector spaces. Topics include linear independence, bases, dimension, linear maps and matrices, determinants, orthogonality, eigenvalues and eigenvectors.
Prerequisite: MATH 140 or MATH 145.
3 Lect Hrs, 3 Credits

MATH 280
Introduction to Proofs
The course is designed to aid students in making the transition from calculus, differential equations and linear algebra to the more advanced and more abstract mathematics courses, such as abstract algebra and real analysis. The course will cover mathematical logic, mathematical proofs, mathematical induction, set theory, relations, functions, cardinality and applications of proofs in the study of such areas as number theory, calculus and group theory, as time permits.
Prerequisite: MATH 141.
3 Lect Hrs, 3 Credits

MATH 303
Introduction to Mathematical Biology
Mathematical models of population growth and other biological processes. Use of math order linear difference equations will be used to model propagation of annuals plants; growth of segmental organisms; red blood cell production; and population growth and destiny dependence in single-species populations. Continuous models will be constructed from among several possibilities, including the logistic equation, simple exponential growth, the Chemostat, Michaelis-Menten kinetics, drug delivery, glucose-insulin kinematics, Gompertz growth in tumors, and the Fitzhugh-Magumo model for neural impulses. Appropriate software will be used throughout the course.
Prerequisite: MATH 140 or MATH 145.
3 Lect Hrs, 3 Credits

MATH 310
Applied Ordinary Differential Equations
A comprehensive study of the nature of ordinary differential equations. The course includes qualitative analysis of properties of solutions, as well as standard methods for finding explicit solutions to important classes of differential equations. It presents many applications, particularly for linear equations.
Prerequisites: MATH 240 and either MATH 260 or PHYSIC 114.
3 Lect Hrs, 3 Credits

MATH 320L (CS 320L)
Applied Discrete Mathematics
This is a cross-listing of CS 320. See the course description and prerequisites as they are given in the Computer Science Department section of this publication.

MATH 345
Probability and Statistics I
This course presents the mathematical laws of random phenomena, including discrete and continuous random variables, expectation and variance, and common probability distributions such as the binomial, Poisson, and normal. Topics also include basic ideas and techniques of statistical analysis.
Prerequisite: MATH 141 or permission of instructor.
3 Lect Hrs, 3 Credits

MATH 346
Probability and Statistics II
This is a statistics course for students with a firm mastery of calculus, emphasizing the mathematical and conceptual bases of statistics, with a view to understanding the proper application of standard methods. The course includes thorough treatments

Department of Mathematics

of the Central Limit Theorem, the theory of estimation, hypothesis testing, and regression. (This course is normally offered once in two years.)
Prerequisites: MATH 140, 141 and 345.
3 Lect Hrs, 3 Credits

MATH 350
Applied Partial Differential Equations
Study of heat flow and other physical problems and the partial differential equation problems that arise from them, using the mathematical techniques of separation of variables, fundamental solutions, superposition, and characteristics. Use of Dirac delta function; asymptotics. Classification of partial differential equations. (This course is normally offered as demand requires.)
Prerequisites: MATH 240, MATH 260, and MATH 310.
3 Lect Hrs, 3 Credits

MATH 354
Vector Calculus
Differential and integral calculus of vector fields. Topics include line integrals, surface-area integrals, and smoothness; oriented curves and surfaces; circulation and flux of fields; Stokes' theorem; conservative, solenoidal fields; scalar, vector potentials; independence of path, surfaces, Maxwell's equations; and differential forms, exterior derivatives. (This course is normally offered every third semester.)
Prerequisite: MATH 240 and MATH 260.
3 Lect Hrs, 3 Credits

MATH 358
An Introduction to Complex Analysis
Complex numbers; complex functions; power series; trigonometric functions; Moebius transformations; differentiation and integration of analytic functions; Cauchy's theorem; residues; singularities; meromorphic functions. (This course is normally offered every third semester.)
Prerequisite: MATH 310 or MATH 354.
3 Lect Hrs, 3 Credits

MATH 360
Abstract Algebra I
Review of set theory and introduction to mathematical proof. Introduction to concepts and techniques of group theory, including but not limited to: symmetric groups, axiomatic definitions of groups, important classes of groups, subgroups, group homomorphisms, coset theory, normal subgroups, quotient groups, direct products, Sylow theorems. Possible applications include number theory, geometry, physics and combinatorics. (Course offered in the fall only.)
Prerequisite: MATH 260.
3 Lect Hrs, 3 Credits

MATH 361
Abstract Algebra II
Introduction to ring and field theory. Topics include: commutative rings, ideals, integral domains, polynomial fields, the theory of extension fields, vector spaces, Galois groups, and the fundamental theorem of Galois theory. Applications include insolvability of certain higher degree polynomials, and other topics as time permits. (Course is offered in the spring only.)
Prerequisite: MATH 360.
3 Lect Hrs, 3 Credits

MATH 370
History of Mathematics
This course traces the development of mathematics from ancient times up to and including 17th century developments in the calculus. Emphasis is on the development of mathematical ideas and methods of problem solving. (This course is offered as demand requires.)
Prerequisite: Junior standing in mathematics or permission of instructor.
Distribution Area: Mathematics (MT).
3 Lect Hrs, 3 Credits

MATH 384L (BIOL 384L)
Game Theory, Evolution and Ecology
Fundamental concepts of evolutionary game theory and their application in biology. Topics include: the strategy and payoff matrix, the game tree, strategic and extensive form games, symmetric games, Nash equilibria. Evolutionary game theory concepts are discussed for two-strategy games (Prisoner's Dilemma, Hawk-Dove) and three-strategy games (Rock-Scissors-Paper). Biological examples are studied, such as blood sharing in vampire bats, competition in bacteria, or the evolution of altruistic punishment.
3 Lect Hrs, 3 Credits

MATH 440
General Topology
This course is an introduction to the abstract theory of continuity and convergence, otherwise known as general (or point-set) topology. Topics include metric spaces and topological spaces, continuity, subspaces, product and quotient spaces, sequences, nets and filters, separation and countability, compactness, connectedness, and the fundamental group.
Corequisite: MATH 360 or permission of instructor.
3 Lect Hrs, 3 Credits

MATH 450
An Introduction to Real Analysis
A rigorous treatment of the calculus of functions of one real variable. Emphasis is on proofs. Includes discussion of topology of real line, limits, continuity, differentiation, integration and series. Effective spring 2011, MATH 280 is added as a prerequisite, in addition to MATH 310 or MATH 354. (Course offered in the spring only.)
Prerequisite: MATH 310 or MATH 354.
3 Lect Hrs, 3 Credits

MATH 458
Theory of Numbers
Prime numbers; congruences and residues; approximation of real numbers by rationals; diophantine equations. (Course is normally offered every third semester.)
Prerequisite: MATH 260 or CS 320 or equivalent.
3 Lect Hrs, 3 Credits

MATH 460
Survey of Geometry
Topics taken from classical Euclidean geometry and the non Euclidean geometries; projective geometry; lattices; finite geometries. (This course is normally offered at least once every three semesters.)
Prerequisite: MATH 260.
3 Lect Hrs, 3 Credits

MATH 470
Mathematical Logic
Syntax and semantics of propositional and first order predicate logic. Axiomatic theories and completeness. Brief discussion of incompleteness results. (This course is normally offered as demand requires.)
Prerequisite: MATH 360 or CS 320, or equivalent.
3 Lect Hrs, 3 Credits

MATH 478
Independent Study
Work done by a student or group of students under faculty supervision on material not currently offered in a regularly scheduled course. Students wishing to undertake such work must first find a faculty member willing to supervise it; the work to be completed must be approved by the department chair.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

MATH 479
Independent Study
See MATH 478.

Department of Mathematics

MATH 480
Special Topics
An advanced course offering intensive study of selected topics in mathematics. A course offered as MATH 480 is an advanced undergraduate mathematics course being given for the first time and covering topics not available in current courses. Such a course is offered either to fulfill a one-time need or to try out material with the intention of developing a new course. Course content varies each semester and will be announced prior to registration. *Prerequisite: Permission of department.*
3 Lect Hrs, 3 Credits

DEPARTMENT OF PHYSICS

Faculty

Bala Sundaram, Professor and Chair; Professors Marvin M Antonoff (Emeritus), Benjamin R Mollow, DVGLN Rao (Graduate Program Director of Applied Physics), Gregory Sun (Engineering Program Director); Associate Professors Edw S Ginsberg, Maxim Olchanyi; Assistant Professors Stephen B Arnason, Kurt Jacobs, Tomas Materdey, Chandra Yelleswarapu

The Department

Physics seeks to understand the physical world by formulating general concepts and principles which organize and interrelate a vast range of seemingly unconnected natural phenomena. Energy and space-time exemplify such concepts, while the laws of thermodynamics, quantum mechanics, and electromagnetism exemplify principles of tremendous explanatory power. The Physics Department, through its programs of experimental and theoretical research, enlarges the understanding of various phenomena in quantum electronics, laser optics, cold atomic gases, quantum information, photonics, condensed matter, semiconductor materials and devices, electronic properties of new materials, low-temperature physics, nuclear and inner-atomic spectroscopy, elementary particles, biophysics, medical imaging, and statistical and nonlinear physics. Its teaching program involves students in theoretical and laboratory work so that they may better comprehend the nature of physical laws and their applications.

Courses for Non-Science Majors

Courses numbered between 121 and 140 are intended primarily for non-science students. They emphasize general ideas rather than technical details and are taught with minimal reliance on mathematics. The first semesters of these courses have no prerequisites and are open to all students. They satisfy distribution requirements in the area of natural sciences and carry three credits.

Introductory Physics Courses

PHYSIC 107-108 is a course sequence intended primarily for students majoring in biological or behavioral science. Familiarity with college level mathematics (algebra and trigonometry) is necessary. PHYSIC 113-114 are calculus-level introductory courses intended for students in computer science, mathematics, the physical sciences, and pre-engineering. The introductory lab courses, PHYSIC 181 and 182, are necessary to accompany either the calculus or the non-calculus introductory courses. PHYSIC 211 completes the introductory sequence of calculus-level courses.

The Major

Students interested in physics should seek individual advice and guidance from the Physics Department at their earliest opportunity.

Whenever possible, physics majors should begin their work in both physics and mathematics in the freshman year by enrolling in PHYSIC 113, 114, 181, 182, and Calculus. Students who are interested in physical science or engineering, but who are not ready to move into PHYSIC 113-114, should seek advice from the department about an alternative course sequence before starting introductory physics. Note: Students may not receive credit for both PHYSIC 107-108 and 113-114.

Students may satisfy the capstone requirement in physics or engineering physics by successfully completing one of the following: Honors in Physics; PHYSIC 479 or 480; PHYSIC 487, or ENRPHY 481-482.

Requirements for Graduation with BA in Physics

Majors must earn a minimum of 34 credits in physics courses including PHYSIC 113, 114, 181, 182, 211, 214, 281, 312, 321, either 382 or 391 (or ENGIN 365), and two physics electives at the level of 300 or higher. Physics majors also must complete MATH 240 and 310. Completion of the BA in physics fulfills the field of knowledge requirement for eligibility to apply for certification from the Massachusetts State Department of Education. For further information, see the "Teacher Education" section of this publication.

Requirements for Graduation with BS in Physics

Majors must earn a minimum of 40 credits in physics courses including PHYSIC 113, 114, 181, 182, 211, 214, 281, 312, 321, either 382 or 391 (or ENGIN 365), either 322 or 392 (or ENGIN 241), 421, and two physics electives at the level of 300 or higher.

Students should note that the university requires for a BS degree six mathematics or science courses outside of the student's major field. Most physics majors (especially those planning graduate work and/or professional careers in physical science) will want to take more physics and mathematics courses than the minimum required for graduation. Additional courses recommended for students planning to pursue graduate studies are PHYSIC 322, 350, 362 and 422, and two or more semesters of mathematics courses such as MATH 350 and 354. All majors are encouraged to gain facility in computer programming.

General Requirements for BA and BS in Physics

In addition majors must complete CHEM 115-118, MATH 240 and 310, and CS 110 or an approved substitute. (Students with proficiency in computer programming may request from the department a waiver of the CS 110 requirement).

A physics major may complete up to two courses in mathematics or cognate sciences at the advanced level in lieu of advanced physics electives, but prior approval of the department at least one semester before his or her expected graduation is required.

Requirements for Graduation with BS in Engineering Physics

This major combines the first two years of a standard engineering curriculum, the requirements for the BS in physics, and advanced work in engineering and applied science. For a detailed description, see the "Engineering Physics" section of this publication.

The Minor

Students majoring in another field in the College of Liberal Arts, the College of Science and Mathematics, or the College of Management may minor in physics. Requirements for a physics minor include

- five introductory courses: PHYSIC 113, 114, 181, 182, and 211. Please note that MATH 140 and 141 are prerequisites for these courses.
- three intermediate to advanced level physics courses, of which at least two must be at the 300 level or higher.

Honors

Students wishing to graduate with departmental honors in physics must

- complete satisfactorily 6 credits of supervised research and be nominated for honors by the supervising faculty member;
- have a 3.0 cumulative average in physics courses; and
- have written a thesis and given an oral presentation of their research project. The physics faculty must approve the awarding of honors for this work.

Department of Physics

Transfer Credit Policy

At least half the courses required for the major must be taken at the University of Massachusetts Boston. This requirement may be waived in exceptional circumstances upon recommendation by the Physics Department.

Course Prerequisites

Please note that MATH 240 and 310 are required for all 300-level theory courses. The selection of courses may reflect a student's experimental, theoretical, or topical interests, and should be made in consultation with a departmental advisor.

Courses

PHYSIC 107
College Physics I
Non-calculus introductory physics for life-science students and others with a program requirement for a year of physics at this level. Topics include mechanics, fluids, wave motion, kinetic theory of gases, temperature and heat. Students who need or want laboratory work in physics should enroll concurrently in PHYSIC 181. Note: Students may not receive credit for both PHYSIC 107-108 and 113-114.
Prerequisite: MATH 130 or equivalent placement or permission of instructor.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 1 Disc Hr, 3 Credits

PHYSIC 108
College Physics II
A continuation of PHYSIC 107. Topics include thermodynamics, electricity, and magnetism; optics; and a preview of modern physics. Students who need or want laboratory work in physics should enroll concurrently in PHYSIC 182. Note: Students may not receive credit for both PHYSIC 107-108 and 113-114.
Prerequisite: PHYSIC 107 or permission of instructor.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 1 Disc Hr, 3 Credits

PHYSIC 113
Fundamentals of Physics I
The first semester of calculus-level introductory physics. Topics include mechanics, fluids, waves, kinetic theory, and heat. Students who need or want laboratory work in physics should enroll concurrently in PHYSIC 181. Note: Students may not receive credit for both PHYSIC 107-108 and 113-114.
Corequisite: MATH 140 and, for physics majors, PHYSIC 181.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 2 Disc Hrs, 4 Credits

PHYSIC 114
Fundamentals of Physics II
The second semester of calculus-level introductory physics. Topics include thermodynamics, electricity and magnetism, geometrical and wave optics. Students who need or want laboratory work in Physics should enroll concurrently in PHYSIC 182. Note: Students may not receive credit for both PHYSIC 107-108 and 113-114.
Corequisite: MATH 141 and, for physics majors, PHYSIC 182.
Prerequisite: PHYSIC 113 or permission of instructor.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 2 Disc Hrs, 4 Credits

PHYSIC 121
Introduction to Astronomy
Descriptive introduction to astronomy and astrophysics. Topics include introductory material on light, telescopes, and spectroscopy; properties of stars and stellar evolution, including the formation of stars, stellar energy cycles, red giants, white dwarfs, supernovae, neutron stars, and black holes; galactic structure; the expansion of the universe; cosmology; the past and future of the universe.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 3 Credits

PHYSIC 123
Concepts of Modern Physics I
A view of the natural world as revealed by physics. Emphasizing basic concepts and unifying principles, the course is presented at a level accessible to non-science students. The material is developed in historical context and includes topics of contemporary interest.
3 Lect Hrs, 3 Credits

PHYSIC 124
Concepts of Modern Physics II
A continuation of PHYSIC 123.
Prerequisite: PHYSIC 123 or permission of instructor.
3 Lect Hrs, 3 Credits

PHYSIC 126
Solar System Astronomy
Descriptive introduction to the study of the solar system and its structure. Topics include the historical development of early astronomy; the properties of the sun; the planets and their satellites; comets, asteroids, and meteorites; the results of spacecraft exploration.
Prerequisite: MATH 114Q or equivalent placement.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 3 Credits

PHYSIC 132
Energy
The problems of energy—what it is, how it is obtained and used, limitations on its generation from various sources and on its utilization—are considered from all perspectives: scientific, technical, environmental, economic. Topics include theory of energy; generation of energy from fossil, nuclear, solar, geothermal, atmospheric, and other sources; general problems related to the production and consumption of energy, and problems specific to particular sources.
3 Lect Hrs, 3 Credits

PHYSIC 134
Energy for the Future
The current means of providing energy for our society are not sustainable. The need for secure, alternative, and clean sources of power is increasingly apparent. This course, intended for a general audience, provides an overview of the energy problem. It covers the ways we currently obtain and use power and considers the scientific and technological issues involved in emerging technologies.
Distribution Area: Natural Sciences (NS).
3 Lect Hrs, 3 Credits

PHYSIC 140
Understanding Earth's Environment
This course is designed to help non-science students understand the physics of environmental problems, and ramifications of human activities. It includes such topics as ethical and practical dilemmas involved in the use of energy, generation of fossil and nuclear electricity, transportation, alternative transportation modes and energy sources, natural resources, solar and other renewable alternatives, and conservation and recycling.
3 Lect Hrs, 3 Credits

PHYSIC 181
Physics Laboratory I
Exploration of basic physical phenomena through laboratory work. Experiments in kinematics, mechanics and hydrostatics. This course is designed to accompany either level of introductory physics.
Corequisite: PHYSIC 107 or 113.
3 Lab Hrs per week, 2 Credits

PHYSIC 182
Physics Laboratory II
Exploration of basic physical phenomena through laboratory work. Experiments in thermodynamics, electricity, magnetism and optics. This course is designed to accompany either level of introductory physics.
Corequisite: PHYSIC 108 or 114.
3 Lab Hrs per week, 2 Credits

Department of Physics

PHYSIC 211
Introduction to Contemporary Physics
The third semester of calculus-level introductory physics. Topics include special relativity; the historical development of quantum theory; elements of quantum mechanics; with applications to atomic, molecular, solid state, nuclear and particle physics. Students who need or want laboratory work in modern physics should enroll concurrently in PHYSIC 281.
Prerequisite: PHYSIC 114 or permission of instructor.
3 Lect Hrs, 3 Credits

PHYSIC 214
Thermodynamics
An introduction to the principles of thermodynamics. Concepts include temperature, internal energy, heat, free energy, entropy, work, and the laws which relate them to each other. Application is made to systems including ideal gases, heat engines and refrigerators.
Prerequisites: MATH 141 and PHYSIC 114.
3 Lect Hrs, 3 Credits

PHYSIC 281
Physical Laboratory I
Basic principles of experimental physics and error analysis. Experiments in modern physics and optics, including spectroscopy, electromagnetism, atomic, and nuclear physics.
Corequisite for physics majors: PHYSIC 211.
Prerequisite: PHYSIC 182 or permission of instructor.
4 Lab Hrs, 1 Lect Hr, 3 Credits

PHYSIC 312
Mechanics
Principles of Newtonian mechanics, conservation laws, gravitational potential theory, and conservative fields, central forces, oscillatory systems, rigid body rotation, and relativistic mechanics.
Corequisite: MATH 310.
Prerequisite: PHYSIC 211 or permission of instructor.
3 Lect Hrs, 3 Credits

PHYSIC 321
Theory of Electricity and Magnetism I
Basic concepts of electric and magnetic fields, electrostatics, magnetostatics, electric currents, electromagnetism, development of Maxwell's equations and simple applications, physical optics, reflection, dispersion, polarization, and diffraction.
Prerequisite: MATH 240, PHYSIC 312, or permission of instructor.
3 Lect Hrs, 3 Credits

PHYSIC 322
Theory of Electricity and Magnetism II
A continuation of PHYSIC 321. Description of the phenomena of electricity and magnetism in mathematical terms, boundary value problems and boundary conditions, transmission lines, wave guides, radiation from a moving charge, and special relativity.
Prerequisite: PHYSIC 321.
3 Lect Hrs, 3 Credits

PHYSIC 331
Optics
An introductory treatment of the physics of light. Topics include geometrical optics, interference and diffraction of light, electromagnetic wave theory, polarization, propagation of light in dispersive media and crystals, optical instruments, holography, lasers.
Prerequisites: PHYSIC 114 and 182, or permission of instructor.
3 Lect Hrs, 3 Credits

PHYSIC 350
Statistical Physics
Topics in heat, thermodynamics, kinetic theory, and elementary statistical mechanics.
Prerequisite: PHYSIC 312 or permission of instructor.
3 Lect Hrs, 3 Credits

PHYSIC 362
Computational Science
This course provides an introduction to some of the computational techniques employed, as well as illustrative applications, in the natural sciences, and is intended to be accessible to majors from all science disciplines. The topics covered will begin with the numerical computation of derivatives and integrals. After discussing methods for finding roots and equations, solutions to systems of linear equations will be studied using matrix methods. These techniques are then extended to the solution of systems of ordinary differential equations with boundary or initial conditions. Scientific applications will include discrete and continuous time population and ecological models; reaction kinetics; radioactive decay; and solutions to one-dimensional Poisson and Schroedinger equations. Students will use MATLAB software as a platform to explore these computational techniques.
Prerequisites: MATH 140 and PHYSIC 107 or 113, or permission of instructor.
3 Lect Hrs, 4 Credits

PHYSIC 382
Intermediate Laboratory
Experiments in geometrical and physical optics, electronics, atomic physics, and nuclear physics. Individual program of experiments for each student according to his or her interests and previous experience.
Prerequisite: PHYSIC 281 or permission of instructor.
1 Lect Hr, 4 Lab Hrs, 3 Credits

PHYSIC 391
Basic Electronics with Lab
A brief introduction to semiconductor physics, leading to physical characteristics of pn junction diodes, bipolar junction transistors, and field effect transistors. Circuit models for diodes, transistors and operational amplifiers and their use in practical circuits. Analysis of linear circuits based on application of circuit models of devices and circuit theory. (If not offered, students may substitute ENGIN 365.)
Prerequisites: PHYSIC 114, 182.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

PHYSIC 392
Digital Electronics with Lab
Concepts of digital measurements, counting, timing and switching, basic logic concepts, basic theorems in Boolean algebra, manipulation of logic statements, binary information gates, application of logic gates, flip-flops and multivibrators, counters, registers and readouts, and other combinational and sequential circuits. (If not offered, students may substitute ENGIN 241.)
Prerequisites: PHYSIC 114, 182.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

PHYSIC 421
Atomic Physics and Introduction to Quantum Mechanics
The fundamental and elementary applications of quantum mechanics with emphasis on physical content rather than formalism. Elementary wave mechanics developed and applied to simple atomic structure. Topics include spectroscopic and other phenomena which form the experimental basis of modern atomic physics, the role of the Pauli principle and spin in determining periodic atomic properties, and radiation phenomena.
Prerequisite: PHYSIC 312 or permission of instructor.
3 Lect Hrs, 3 Credits

PHYSIC 422
Nuclear and Particle Physics
A continuation of PHYSIC 421. The basic properties of nuclei, particle scattering, radioactivity, nuclear stability, dynamics of nuclear reactions, potential well and barrier problems in quantum mechanics, and particles.
Prerequisite: PHYSIC 421.
3 Lect Hrs, 3 Credits

Department of Physics

PHYSIC 430
Introduction to Solid State Physics
An introductory treatment of the physics of solids. Includes crystal geometry, elastic vibrations, electronic states in solids, semiconductors, solid-state electronic devices.
Prerequisites: PHYSIC 350 and 421.
3 Lect Hrs, 3 Credits

PHYSIC 479
Readings in Physics I
Supervised individual study of special topics in physics that are not available in regular courses.
Prerequisites: Junior standing and approval of plan of study by supervising instructor and by department chairperson.
Hrs by arrangement, 1-3 Credits

PHYSIC 480
Readings in Physics II
See PHYSIC 479.

ENRPHY 481-482
Engineering Physics Advanced Projects Lab and Seminar
(See the "Engineering Physics" section of this publication.)

PHYSIC 487
Research in Physics I
Supervised research.
Prerequisite: Junior standing, and approval of plan of study by supervising instructor and department chairperson.
Hrs by arrangement, 1-3 Credits

Graduate Courses

Some graduate-level courses in physics are open to undergraduates. Please contact the department office for further information.

PREMEDICAL STUDIES AND HEALTH-RELATED CAREERS PROGRAM

Director

Professor William Hagar, Associate CSM Dean

Premedical Advisor

Grace McSorley

The Program

This program offers matriculated students and post-baccalaureate students a comprehensive curriculum and advising support as they prepare for a career in medicine and health-related fields. For matriculated students, successful completion of the program is recorded on official University transcripts when they have met all graduation requirements. Students in the program are required to take a minimum of six science courses at UMass Boston as outlined below. These courses include the basic courses listed below in math, chemistry, physics, and biology, and may also include advanced science courses.

Requirements

Students must take at least six of the following courses in the standard premedical course sequence here at UMass Boston:

- Biology: BIOL 111 and112 (General Biology I and II)
- Chemistry: CHEM 115, 117 CHEM 116, 118, 251-255, and 252-256 (Chemical Principles I/II and Organic Chemistry I/II and labs)
- Physics: PHYSIC 107 and 108 (College Physics I and II) or 113 and 114 (Fundamentals of Physics I/II); note that the physics laboratory courses (PHYSIC 181 and 182) are part of the premedical sequence but do not count toward the required six courses.
- Mathematics: MATH 130 (Precalculus), MATH 140 (Calculus I), MATH 145 (Calculus)

The student must receive a grade of B or better in each course counted toward the six required for the certificate or program of study.

The student must consult at least once each semester with the University Premedical Advisor as part of the ongoing planning process for applying to medical school or other health-related programs.

Admission Requirements for the Post-Baccalaureate Certificate:

1. A bachelor's degree from an accredited college or university.
2. A completed application form.
3. Official transcripts from all institutions where degrees have been awarded.
4. One letter of recommendation from a faculty member (either from the previous university or from UMass Boston) who will support the applicant's ability to succeed in premedical coursework.

PROGRAM IN SCIENCE, TECHNOLOGY, AND VALUES

Director

Professor Peter Taylor

The Program

Science and technology are increasingly important sources of change in the world. The Program in Science, Technology, and Values offers students the opportunity to examine historical, socio-political, cultural, philosophical, and ethical dimensions of science and technology. It encourages both science and non-science students to analyze, in a focused way, the impact of science and technology on other social institutions and the impact of those institutions on science and technology.

In addition to an undergraduate program of study, the program promotes a set of graduate offerings, runs the Intercollege Faculty Seminar in Humanities and Sciences, and sponsors the annual New England Workshop on Science and Social Change.

Requirements

Students who declare a program of study in Science, Technology and Values complete a group of science and/or mathematics courses, and a group of courses focusing on science, technology, and values. For matriculated students, successful completion of the program is recorded on official university transcripts when they have met all graduation requirements.

I. The science/math component

Students must complete four science or mathematics courses, at least one of which must include a laboratory component. This can be accomplished by completing the natural science/mathematics distribution requirement or a science/math major for students seeking a B.S., or by taking one course in addition to the distribution requirement for students seeking a B.A.

Courses which count as science/mathematics courses for the purposes of this science/math sequence include any courses in biology, chemistry, physics, earth and geographic sciences, environmental, coastal and ocean sciences, mathematics, and computer science at the 130 level and above. The following courses also count: PSYCH 260, 270, 439, 466, 469, and 475; ANTH 105, 212, 241, and 316.

II. The science, technology, and values component

Six courses are required. At least three of the six courses must be taken at the 300 level or above. Students may transfer in up to three of these courses and may take one course of the six on a pass/fail basis. The following is a list of qualifying courses as of 4/30/2009. Consult www.stv.umb.edu for updates to this list.

Area 1: Philosophy and Values (at least two courses must be taken from this list)

- PHIL 220 (Environmental Ethics)
- PHIL 222 (Moral Issues in Medicine)
- PHIL 307 (Technology and Values)
- PHIL 346 (Philosophy of Science)
- PHIL 481 (Advanced Philosophy of Science)

Area 2: History and Politics (at least two courses must be taken from this list)

- CHEM 476 (Historical and Philosophical Background of Selected Chemical Theories)
- ENVSTY 246L (Environmental History)
- ENVSTY/POLSCI 250L (Environmental Policymaking)
- EEOS 355 (Historic Environments)
- HONORS 252 (Number in Nature and Culture)
- POLSCI 348 (Science and Public Policy)
- POLSCI 367 (Politics by Internet)
- POLSCI 370 (Darwinian Revolution)

Area 3: Electives in other fields of science and technology studies

- ANTH 357 (Culture, Disease, and Healing)
- ANTH 358 (Comparative Health Care Systems)
- ART 230 (Architecture, Design and Society)
- COMSTU 250 (Analyzing Media)
- COMSTU 300 (Information Technology and Human Communication)
- ECON 345 (Natural Resource Economics and Sustainable Development)
- ECON 349 (Economic Approaches to Environmental Problems)
- ENGL 184G (Technology and the Soul)
- ENGL 186G (Gender and Science Fiction)
- ENGL 187G (Examining Consciousness)
- ENGL 334 (Science Fiction)
- ENGL 379 (Literature and the Environment)
- ENVSTY 364 (Environmental Justice)
- ENVSTY 401 (Environmental Problem Analysis and Policy Formulation)
- INTR-D 126 (Science for Humane Survival)
- MATH 370 (History of Mathematics)
- PHIL 265 (Sanity and Madness)
- POLSCI 377 (Politics of Energy)
- POLSCI 377C (Global Water Policy)
- SOCIOL 384 (Sociology of Health, Illness, and Health Care)
- SOCIOL 386 (The Sociology of Mental Health and Illness)
- SOCIOL 440 (Sociology of Knowledge and Ignorance)
- WOST 210G (Gender and the Body)
- WOST 260 (Women's Health Care)

In addition, students may take suitable special topics Honors 290 courses with permission of the STV instructor. Qualified advanced undergraduates may choose, with the permission of the instructor, the following graduate courses:

Area 1 or 3

- CRCRTH 619 (Biomedical Ethics)

Area 2 or 3

- CRCRTH 640 (Environment, Science and Society: Critical Thinking)
- CRCRTH 645 (Biology in Society: Critical Thinking)
- ECOS 697 (Risk Analysis in Environmental Health)

Area 3

- CRCRTH 611 (Seminar in Critical Thinking)
- CRCRTH 652 (Children and Science)
- ENGL 600 (Eco-criticism)
- ENGL 663 (The End of the World)

For information about CRCRTH courses, see the "Critical and Creative Thinking" section of the university's graduate bulletin or www.cct.umb.edu.

Information and Advising

Current information about course offerings, faculty, and activities of the program can be viewed at www.stv.umb.edu. The director and members of the advisory board will advise students how to meet the requirements of the program through the selection of a coherent, focused group of courses. Students interested in the program may contact Professor Taylor in the Graduate College of Education or any of the advisors listed on the website.

TECHNICAL WRITING (COMPUTER SCIENCE) PROGRAM

Director

Professor Neal Bruss

The Program

The Technical Writing Program, offered in collaboration by the English Department of the College of Liberal Arts and the Computer Science Department of the College of Science and Mathematics, is a four-semester sequence of courses that culminates in an internship.

For matriculated students, completion of the program is recorded on official university transcripts. Nonmatriculated students receive a certificate of completion from the program.

Requirements

Admission

The program is designed for matriculated undergraduate students working toward the BA or BS degree in any department of the university. Persons interested in the program who are not matriculated students should consult the program director. Applicants to the program must submit for evaluation two graded essays, at least five pages each, to the director. The level of writing required for the program is "professional" in quality. Program students must satisfy placement test and prerequisite requirements for all courses—in particular, placement requirements for CS 110, Introduction to Computing.

Courses

The following courses are required:

- ENGL 308, Professional Editing (strongly recommended), or ENGL 306, Advanced Composition, or ENGL 307, Writing for the Print Media (prerequisite: ENGL 102 and one of either ENGL 200, 201, or 206).
- CS 110, Introduction to Computing (prerequisite: MATH 140 or a satisfactory score on the appropriate placement examination; contact the Computer Science Department for exam schedules).
- CS 210, Intermediate Computing with Data Structures (prerequisite: CS 110 or 155L or CS program director's permission).
- CS 240, Programming in C (prerequisite: CS 110 or 155L or CS program director's permission).
- An elective approved by the program director, typically an independent study course, registered under either the English Department or the Computer Science Department, in which students serve as technical writers for either CS 410, Introduction to Software Engineering, or CS 682 or 683, graduate-level Software Development Laboratory. These electives are offered in collaboration with the Computer Science and English faculty. Students meet weekly with an English faculty member for the study of software technical writing.
- ENGL 476, Technical Writing Internship, a course based on an internship arranged by the student with the collaboration of the program faculty and approved by the program director.

Transfer Credit Policy

Two courses may be transferred into the program.

Further Information

Further information may be obtained from the program director or the English Department.

College of Management

COLLEGE OF MANAGEMENT

ADMINISTRATIVE OFFICERS

Philip L. Quaglieri, PhD	Dean
Michael A. Novak, PhD	Associate Dean
Alex Lee, MBA	Assistant Dean
William Koehler, PhD	Assistant Dean, Director of Graduate Programs for the College of Management
Amy Daubney Mei, MS	Director of Undergraduate Program
Sherry H Penney, PhD	Endowed Chair, Center for Collaborative Leadership
Bruce Hamilton, BA	Executive Director, Greater Boston Manufacturing Partnership
Mark Allio	Director, Small Business Development Center
Tom Patria, BA	College of Management Career Services Specialist

The College

The College of Management (CM) offers Bachelor of Science in Management, Bachelor of Science in Information Technology, Master of Business Administration, Master of Science in Accounting, Master of Science in Finance, Master of Science in International Management, and Master of Science in Information Technology degree programs. Students in CM have the opportunity to learn and work with a distinguished faculty through a curriculum that is attuned to the needs of the changing global business environment. The College is proud to be one of 568 business schools accredited by the Association to Advance Collegiate Schools of Business (AACSB International). CM offers an exceptional value and a place to build a rewarding career.

The College is home to three academic departments, four business centers, and the Financial Services Forum. The academic departments: Accounting and Finance, Management and Marketing, and Management Science and Information Systems provide centers for faculty from the relevant disciplines and manage courses and concentrations in their respective areas. The business centers: the Center for Collaborative Leadership, the Environmental Business and Technology Center, the Greater Boston Manufacturing Partnership, and the Small Business Development Center provide a direct tie to the businesses and economy of greater Boston. CM's Financial Services Forum is a source of current information and commentary on the health of and critical issues facing the financial services industry.

Our undergraduate programs offer small classes, a highly qualified faculty, a diverse student body, and a whole array of student resources. Virtually all of our classes enroll 35 students or less to create an active learning environment with a great deal of faculty-student interaction. Classes are typically taught by approximately fifty full-time faculty and twenty five part-time faculty members with strong academic and professional qualifications. Our diverse and cosmopolitan students are drawn from metropolitan Boston, nationally, and internationally. Course work and an array of student resources help undergraduate students develop the communication, presentation and analytical skills required by contemporary managers. More specific professional development is available through various student activities, the Management Achievement Program (MAP), and dedicated CM career services. CM is committed to the success of all its students, both academically and professionally, and to providing the individual attention and support that make their accomplishments a reality.

Please check the College's web site: www.management.umb.edu for additional information and for changes since this catalog went to press.

College Mission Statement

We are Boston's public business school. Our demanding and internationally accredited undergraduate and MBA programs provide a competitive and high-value education. We offer opportunities for our diverse students to succeed in the regional and global economy. We excel in our teaching, research and service activities, which complement each other and comprise the work of an engaged scholar.

In teaching, we innovate in curriculum and instructional delivery. We provide small classes, flexible programs, and accessible faculty to our full and part-time students, many of whom are working professionals. In research, we advance the varied disciplines of management through cutting-edge research and its application. In service, we are committed to improving the university and supporting the economic development of the greater Boston region and beyond.

Programs and Opportunities in the College of Management

College of Management Honors Program

The College of Management Honors Program is open to management majors who are capable of doing distinguished work. To be eligible for this program, students must have an overall GPA of 3.25 or above and a GPA in their management courses of 3.50 or above. The Honors Program consists of two courses. In the initial course (Fall semester), students develop research skills and define a project involving an applied or research problem involving management problems and issues. In the second course (Spring semester), students carry out their project under the supervision of a CM faculty member. Interested students should contact the CM Honors Program Director.

Minor in Management (for College of Liberal Arts and College of Science and Mathematics Students)

Students in the College of Liberal Arts or the College of Science and Mathematics may earn a minor in management. Interested students should contact the College of Management Undergraduate Program Office.

The 150-Credit-Hour Baccalaureate/MBA Program

This program is designed for the College of Liberal Arts (CLA) or College of Science and Mathematics (CSM) student who is interested in pursuing a career in management built upon the foundation of a CLA or CSM degree. Students receive a baccalaureate degree (either the BS or BA) with a major in one of the CLA or CSM undergraduate disciplines, and the MBA degree from CM. Those admitted to this program take a total of 96 undergraduate credits and 54 graduate credits for a total of 150 credit hours. This compares to as many as 174 credits if the baccalaureate and MBA degrees are pursued sequentially. The program, though carefully structured, is nevertheless flexible enough to accommodate seven or eight undergraduate elective courses. CLA and CSM students should apply to the program when they have completed no more than 60 CLA/CSM credits. Information about the program is available in the Office of Undergraduate Studies.

College of Management

College of Management Internships and Co-ops

Employers value not only a particular academic concentration and general academic performance, but also career-related work experience. The CM Internship and Co-op Program provides an excellent way to gain relevant work experience and exposure to career opportunities while still in school. Internships may be either paid or unpaid. Unpaid internships may be taken for credit through courses in the college's departments. On-site supervisors and faculty sponsors offer guidance and supervision for each participant.

Students who complete the following requirements are eligible to participate in the College of Management Co-op/Internship Program:

- 75 credits toward graduation
- 21 credits in the management core (seven out of nine courses)
- One concentration course
- Minimum 2.5 cumulative grade point average (GPA)
- Permission of the College of Management Career Center and Undergraduate Program Director

Note that students are responsible for finding an appropriate internship position and need to define a specific focused internship project; simply holding a job while attending school does not qualify a student for internship credit.

College of Management Career Center

The CM Career Center, located on the fifth floor of the McCormack Building, is dedicated to serving CM students (both undergraduates and graduates) and alumni by assisting them in their career exploration and job search efforts. The CM Career Center houses print and electronic resources, including the CM Job Board, to assist students and alumni in finding appropriate internships and permanent positions. The office is supervised by the CM Career Services Specialist, who arranges for and offers workshops, seminars, and other career-related events. The office is open and sponsors events at various times throughout the semester, and CM students and alumni are encouraged to use these dedicated resources.

CM students and alumni are encouraged to take advantage of services offered in conjunction with the Office of Career Services and Internships, such as on-campus recruiting, career fairs, the Career Services Online website, guest speakers, and a resource library.

Management Achievement Program (MAP)

The Management Achievement Program is an engaging and comprehensive program designed to develop and enhance each student's professional demeanor and confidence, build competencies for academic success, increase involvement in the College and local business communities, and allow the opportunity for students to personally synthesize their academic and professional goals and experiences. This is a requirement of all College of Management students who enter CM in the fall of 2006 or later.

MAP consists of a varied group of cocurricular events, workshops, and activities designed to expose students to a rich set of experiences that will better prepare him or her for successful transition to the workplace. Attendance at designated MAP events will earn each student MAP Miles. A student completes the program when he or she accrues a set number of miles. The total miles that must be accumulated will depend on the credits that a student has when he or she joins the College, as shown below:

Entered CM with	MAP Miles Needed
0-29 credits	1000
30-59 credits	750
60-89 credits	500
90+ credits	250

For more information about the Management Achievement Program, please visit http://www.management.umb.edu/undergrad/undergrad_map.php.

College of Management Policies

This information is subject to change, and the most current information is available on the College of Management website or in the Undergraduate Program Office.

Academic Advising

Requirements of and progress toward the degree are listed on a student's degree audit. Students should print and review their degree audit at least once per semester. Students should also meet with an advisor at least once per semester.

- Students who have not yet declared a concentration should obtain advising from the University Advising Center.
- Students who have officially declared a concentration should obtain advising from their departmental advisor or from the CM Undergraduate Program Office. A list of faculty advisors is available in the College's Undergraduate Program Office.

Admission to the College

Applicants to CM are considered for admission after they have submitted a completed application, with application fee and required credentials, to the University Admissions Office. To obtain an application or schedule a meeting with an admissions counselor, please call the UMass Boston Admissions Office at 617-287-6100. For more information including a link to the on-line application, please visit the College's web site at www.management.umb.edu.

Approval to Take Courses Off Campus

CM students who wish to take courses outside of UMass Boston must complete a Request for Waiver of the Transfer Credit Policy form. This can be obtained from and returned to the Registrar's Office. CM students are subject to all university restrictions regarding the acceptance of transfer credits including limits on courses accepted from two year institutions.

Course Load for Full-time Students

A full-time load for a CM student is a minimum of 12 credits (4 courses) and maximum of 15 credits (5 courses). A student with a cumulative average of at least 3.0 overall (or at least 3.5 in the most recently completed semester) may take one extra course in excess of 18 credit hours with the permission of the College (obtained at the CM Undergraduate Program Office).

Course Repetition Policy

A student may repeat any course, regardless of the grade received, but there may be only one such repetition per course. If a student repeats a course, both grades will appear on the student's transcript, but only the second grade will be computed in the student's cumulative average. Each UMass Boston undergraduate may choose to repeat a total of four courses, one time each. An exception: A course offered in sequence with others cannot be repeated out of sequence. For example, if you have completed Spanish 101 and 102, you cannot repeat Spanish 101.

College of Management

Inter-college Transfer

CM accepts applications from students who are attending other UMass Boston colleges. The inter-college transfer admissions process runs from January 1 through March 1, and from June 1 through October 1. To be eligible to apply, students must have completed a total of 24 credits, at least 12 of them at UMass Boston (and these 12 must be at the 100 level or higher and must not be taken pass/fail). Inter-college transfer applications are handled through the CM Undergraduate Program Office. Non-management students who wish to register for CM courses may do so according to the dates and procedures published in the *Schedule of Courses*. Non-CM students may take a total of six CM courses from the following options: BC 230, BC 290, AF 210, AF 301, MGT 303, MKT 301, MSIS 110, MSIS 212.

Pass/Fail Requirements

The university allows students to take up to eight courses on a "pass/fail" basis. A "pass" grade means successful completion of a course, but it doesn't count toward the cumulative GPA. **In CM, the pass/fail option is limited to areas of knowledge and elective courses ONLY (either non-business or free).** All other courses that students take (the non-business foundation, the diversity course, the international management course, the 200-level non-business courses, the business foundation, the management core and concentration courses) must be taken for letter grades. To enroll in a course on "pass/fail" basis, follow the instructions in the *Schedule Book*. It is important to note that a "pass/fail" selection cannot be cancelled after the published deadline that is printed in the Schedule of Courses each semester.

Transfer Student Information

Prospective transfer students to CM from other colleges and universities should apply through the UMass Boston Admissions Office, and in accordance with university and CM policies will be awarded credit for courses completed at other institutions. For transfer credit policies, refer to the Admissions Office.

Information Technology Major Requirements

The course work required to complete the BS degree in information technology involves:

- General education and foundation requirements
- Information technology requirements
- Professional and general electives

One hundred and twenty (120) credits—usually 40 courses at 3 credits each—and fulfillment of all other university requirements are required for the degree. A minimum of 30 credits must be earned in residence at UMass Boston. Major course work is sequential. Students must therefore carefully plan their course schedule to follow curriculum requirements and meet all course prerequisites. Students who transfer into the college (whether from outside institutions or from other UMass Boston colleges) will be subject to the requirements in place upon their entrance into CM. For a full description of curriculum and other policies, please refer to the *CM Undergraduate Student Handbook*.

General Education and Foundation Requirements

General Education Requirements

The BS degree in Management is built upon a set of general education requirements involving engagement with a wide range of areas of knowledge that helps students develop the broad perspectives and strong communication and analytical skills demanded of today's managers. General education requirements in CM include:

- A general education seminar (the exact requirement depends on the number of transfer credits a student entered with; see below).
- Two courses in the areas of arts and humanities (AR and/or HU)
- Two courses in the areas of natural science and mathematics (NS and/or MT)
- Two courses in the area of social and behavioral sciences (SB)
- One course in the areas of world languages and world cultures (WL or WC)

Please note that at least four of the distribution and non-business elective courses must be at the 200 level or above.

Transfer Credits	General Education Seminar Requirements
0-29	A First-Year Seminar (a 100G-level course) in the first semester and MGT 330 later as part of later management requirements
30 or more	MGT 330 taken at UMass Boston; or, if you have received transfer credits for a course equivalent to MGT 330, an Intermediate Seminar (a 200G-level course).

Foundation Courses

Non-business foundation courses provide the skills and conceptual background students need to be successful in their management courses. These courses cannot be taken pass/fail. All CM students must complete:

- ENGL 101 Freshman English I
- ENGL 102 Freshman English II
- ECON 101 Introduction to Microeconomics
- ECON 102 Introduction to Macroeconomics
- MATH 134 Calculus for the Managerial and Social Sciences

Writing Requirement

All students in the CM must demonstrate the ability to:

- Understand sophisticated written business materials
- Evaluate the evidence on which they are based
- Evaluate the persuasiveness of their arguments
- Integrate different types of data from a wide array of sources
- Understand and explain complex business situations
- Organize clear, comprehensive, and concise arguments that are both
  - easy to read and
  - able to persuade

BC 290, the CM's main writing class, addresses the above. *Passing BC 290 means receiving a grade of no lower than B-.* The BC requirement must be fulfilled by *all* students, including those who have passed the Writing Proficiency Requirements (WPRs) of other colleges (e.g., CLA, CSM, CNHS).

College of Management

To be placed in this course, you must have completed the CM Writing Assessment essay (CMWA; sign-up details on the CM website). The CMWA is used to assess whether you

(a) would most benefit from taking BC 230, with more emphasis on grammar and syntax, *before* taking BC 290—**OR**

(b) appear ready to do well in BC 290—**OR**

(c) appear ready to take BC 290 concurrently with the higher-level classes for which it is a prerequisite.

Diversity Requirement

All students in CM are required to take a course that has been approved as meeting the criteria for the University's diversity requirement. Courses fulfilling the diversity requirement are marked in the schedule book with either a small globe or map of the United States (CM students may choose a diversity course with either a domestic or an international focus). Courses satisfying the diversity requirement should be chosen to simultaneously fulfill other liberal arts/non-business or management requirements.

Non-Business Electives

Students must take a total of 60 credits (usually 20 courses) in non-business areas. After fulfilling the general education and non-business foundation courses, students have remaining non-business electives that may be taken from any CLA or CSM department and at any level. Note that all CM students must complete at least 60 non-business credits so if any of the other general education/ non-business requirements are waived, these waived courses must be replaced by non-business electives.

Information Technology Requirements

1. Students must satisfy the general education requirements for the BS degree in their chosen college: CSM or CM.
2. Students must take IT 110, IT 111L, IT114L, IT 115L, IT 230L, IT 240, IT 244, IT 246, and IT 285L.
3. Students must complete the courses of *one* track. Currently, there are two tracks to choose from:
   a. System Administration: IT 341, IT 441, IT 442 and IT 443.
   b. Information Architecture: IT 360, IT 428L, IT 460 and IT 461L. (Required of College of Management students in the Information Technology major.)
4. After completing a track, students must complete IT 425L, three professional electives from a list maintained by the program, and (the capstone course) IT 485.

Three professional electives may be chosen from the following list of courses:

IT 478 Independent Study, IT 480 Special Topics, IT 495 Practicum in IT

MSIS 422: Decision Support Systems, MSIS 426: e-business and e-commerce Infrastructure, MSIS 427: Knowledge Management, MSIS 430: International Information Management, MSIS 454: Supply Chain Management, MSIS 455: Decision Analysis

AF 210 Financial Accounting, AF 211 Managerial Accounting, AF 363 Cost Accounting, AF 210 Financial Accounting, AF 211 Managerial Accounting, AF 301 Introduction to Financial Management, AF 325 Theory of Corporate Finance

BC 290 Professional Written Communication and Critical Analysis, MGT 303 Managing Organizations, MGT 470 Entrepreneurship and Innovation in Organizations

MKT 301 Principles of Marketing, MKT 310 Data Analysis for Marketing, MKT 404 Retailing in the Internet Age, MKT 405 Web Page Marketing

CS 210 Data Structures, CS 240 C Programming, CS 310 Advanced Data Structures and Algorithms, CS 341 Computer Architecture and Organization, CS 410 Introduction to Software Engineering, CS 430 Database Management Systems, CS 437 Database-backed Web Sites, CS 440 Introduction to Operating Systems, CS 445 Real Time Systems, CS 450 The Structure of Higher Level Languages, CS 451 Compilers, CS 460 Graphics, CS 470 Introduction to Artificial Intelligence.

Faculty

Bill Campbell (IT Program Director), Jean-Pierre Kuilboer, Oscar Gutierrez, Roger Blake, Ron Cheung, Noushin Ashrafi, Ramakrishna Ayyagari, Pratyush Bharati, Ricardo Checchi, Daniel (One-Ki) Lee, Wei Zhang.

Information Technology Courses

IT 110
IT Problem Solving

Several IT concepts are introduced including programming, databases, networking, web servers and how they work together in a modern system. Students work in groups to implement examples of these systems. The course examines the importance of key issues such as security and human-computer interaction (HCI). Students should leave the course with an understanding of the components of modern systems and the scope of knowledge needed to become an IT professional.
3 Lect Hrs, 3 Credits

IT 111L
Managerial Statistics

Provides the student with the basic statistical techniques needed for business decision making in areas such as operations management, quality improvement, marketing research, finance, and general management. The course examines collection and presentation of data, frequency distributions, basic probability, statistical inference, and regression. Students use statistical software for data presentation and analysis.
Prerequisites: MATH 129 or MATH 130, or appropriate scores on math placement exam.
Corequisite: IT 110 or MSIS 110.
3 Lect Hrs, 3 Credits

IT 114L
Introduction to Java Part I

An introductory course in Java programming that exposes students to the concepts involved in using a higher-level, object-oriented programming language. The course will explain the program development process and give students lots of hands-on experience writing small Java programs.
Prerequisite: MATH 129 or MATH 130, or appropriate scores on the Math Placement exam.
3 Lect Hrs, 3 Credits

IT 115L
Introduction to Java Part II

A second course in Java programming that exposes students to the concepts involved in using a higher-level, object-oriented programming language. This course, a continuation of IT 114L, covers more

College of Management

advanced Java topics and gives students hands-on experience writing small and medium-size Java programs. This course and CS110 may not both be taken for credit.
Prerequisite: IT 114L.
3 Lect Hrs, 3 Credits

IT 230L
Relational Databases
This course provides a thorough review of basic relational database concepts and how to apply these concepts to a variety of application problems. The course focuses on the use and properties of relational database management systems. Topics covered include DBMS architecture levels, data modeling, data definition and manipulation capabilities of Structured Query Language programming, and programming techniques for accessing relational databases.
3 Lect Hrs, 3 Credits

IT 240
Web Fluency
This course develop an in-depth understanding of how the web works from a technical standpoint, meaning how dynamic pages are created and delivered by web servers, and then used by browsers and other clients. Students demonstrate this understanding by achieving competency by using a current integrated development environment (IDE) to develop web applications.
3 Lect Hrs, 3 Credits

IT 244
Introduction to Linux/Unix
A course designed to introduce students to Linux and UNIX. Students will install, set up, and operate standard tools and learn how they operate together. By course end students will have installed a fully functional Internet server while understanding its structure. Security issues of operating systems will be studied throughout the course.
3 Lect Hrs, 3 Credits

IT 246
Introduction to Networks
We will study basic data communication and networking concepts for LAN and WAN: network protocols with emphasis on Ethernet, PPP, TCP/IP, and WWW protocols, and mobile and wireless networks. Network applications include Telnet, ftp, email, distributed file systems, and client-server applications. We survey network security issues. We will do hands-on network simulation and network sniffing exercises to see how these technologies work in practice.
3 Lect Hrs, 3 Credits

IT 285L
Social Issues and Ethics in Computing
This course explores some of the ethical and societal issues that are raised by computing. Topics include privacy, freedom of expression, intellectual property, liability, the effect of computing on social interaction, and human-computer interface issues. Students write an analytical paper on an appropriate topic and also present their findings to the class.
3 Lect Hrs, 3 Credits

IT 341
Introduction to System Administration
This is an introduction to the process of choosing, installing, configuring and maintaining UNIX operating systems such as Linux. Topics include user management, file system management, security, networked file systems (NFS), networked information systems (NIS), domain name servers (DNS), mail systems and printers. Students will get practice writing shell scripts. Also, students are introduced to general system administration policy.
Prerequisite: IT 244.
3 Lect Hrs, 3 Credits

IT 360
Enterprise Software
This course explains the core applications of a typical organization to support their fundamental business functions. It explains the role of IT in attaining competitive advantage and how modern organizations configure commercially available products to satisfy their information needs. The course makes extensive use of collaborative technologies and business applications to demonstrate the work of virtual teams and how they implement their operations.
Prerequisites: IT 110 and 60 credits.
3 Lect Hrs, 3 Credits

IT 425L
Project Management
This course covers techniques and managerial concepts of project management. It prepares students to manage either complex physical projects or complex software development projects. Topics presented in this course include project life cycles, economic analysis of projects, work breakdown structure, cost estimation, and the scheduling, staffing, directing, and controlling of projects. The course also covers the use of management science techniques and computer software for project management.
Prerequisite: 60 credits.
3 Lect Hrs, 3 Credits

IT 428L
Introduction to Information Security
The purpose of the course is to provide the student with an overview of the field of Information Security and Assurance. Students will be exposed to the spectrum of Security activities, methods, methodologies, and procedures. Coverage will include inspection and protection of information assets, detection of and reaction to threats to information assets, and examination of pre- and post-incident procedures, technical and managerial responses and an overview of the Information Security Planning and Staffing functions.
Prerequisite: 60 credits.
3 Lect Hrs, 3 Credits

IT 441
Network Services Administration
This course builds upon the material learned in IT 341 Introduction to System Administration. It shows how one may better administer networked computer systems by automating many of the administration regimes and by effectively managing those who help. Topics include scripting, heterogeneous networks, remote management, the legal issues of network administration, an introduction to network security, and the design and implementation of policy. Students are also introduced to issues in managing others.
Prerequisite: IT 341.
3 Lect Hrs, 3 Credits

IT 442
Windows System Administration
This is an introduction to the process of choosing, installing, configuring and maintaining Microsoft Windows client and server systems. Topics include user management, file systems, network domains and domain management, mailers, and printing. Students

College of Management

get practice in writing scripts for performing maintenance tasks. Also, students learn how these tasks fit into the more general system administration process.
Prerequisite: IT 244.
3 Lect Hrs, 3 Credits

IT 443
Network Security Administration
This course explores the application of policy and techniques to securing both public and private networks. The course is project-based and includes such topics as threat analysis and management, cryptography, firewalls, isolation, issues in securing wireless networks, and certificates.
Prerequisite: IT 341.
3 Lect Hrs, 3 Credits

IT 460
Integration Methodologies and Tools
This course develops an understanding of applications architecture based on building IT systems out of common parts and a service-oriented architecture. These are collections of information services, modules and functional components that can be reused in a variety of common contexts. The course will apply several tools to exemplify the use of heterogeneous reusable modules to fulfill an information service. An underlying methodology for integration will be applied.
Prerequisites: IT 110 and 60 credits.
3 Lect Hrs, 3 Credits

IT 461L
System Analysis and Design
This course provides an introduction to the analysis and logical design of computer-based information systems. Information systems development is a process in which technical, organizational, and human aspects of a system are analyzed and changed in the hope of creating an improved system. In spite of the advanced technology that surrounds computer-based information systems, the process of systems analysis and design is still largely an art. There is a high dependence on the skills of individual analysts and designers even though there are principles, methods, techniques and tools to guide and assist in the processes involved. This course will give students an understanding of the tools and techniques that are available and will introduce the concepts and theory that underlie the processes.
Prerequisites: IT 110 and 60 credits.
3 Lect Hrs, 3 Credits

IT 485
Information Technology Capstone
Students will work on a semester-long project, particular to their track and meet together with an instructor and with students from other tracks to discuss each other's projects. Students will deliver a product that is appropriate to their track in the IT program. At the end of the semester, students report on their product, both in oral presentations and demonstrations and in writing.
Prerequisite: IT 425.
3 Lect Hrs, 3 Credits

Management Major

Our 120 credit-hour undergraduate program leads to a Bachelor of Science degree in Management. The program is centered around a common management core taken by all undergraduate students followed by more specialized concentrations that prepare students for specific management responsibilities. Undergraduate students in CM have a choice of concentrations in the functional areas of business as well as more flexible cross-functional concentrations. The program is built on a solid foundation in the arts, sciences, and humanities achieved by completing CM's general education requirements.

The learning objectives for the undergraduate program, which guide curriculum development and delivery as well as helping to shape out-of-classroom activities, are to help our students:

- Develop competent business writing and oral communication skills
- Cultivate a professional demeanor
- Understand and integrate key business components
- Develop critical thinking and analytical skills
- Appreciate the impact of diversity as well as regional and global issues
- Contribute productively to a team or organization
- Define and defend their own ethical compass
- Demonstrate computer proficiency

Management Major Requirements

The course work required to complete the BS degree in management involves:

- general education and non-business foundation requirements, which are fulfilled primarily during the freshman and sophomore years,
- management requirements, which are fulfilled primarily during the junior and senior years

One-hundred and twenty (120) credits—usually 40 courses at 3 credits each and fulfillment of all other university requirements are required for the degree. A minimum of 30 credits must be earned in residence at UMass Boston. CM course work is sequential. Students must therefore carefully plan their course schedule to follow curriculum requirements and meet all course prerequisites. Students who transfer into the College (whether from outside institutions or from other UMass Boston colleges) will be subject to the requirements in place upon their entrance into CM. For a full description of curriculum and other policies, please refer to the CM Undergraduate Student Handbook.

General Education and Non-Business Foundation Requirements

General Education Requirements

The BS degree in Management is built upon a set of general education requirements involving engagement with a wide range of areas of knowledge that helps students develop the broad perspectives and strong communication and analytical skills demanded of today's managers. General education requirements in CM include:

- A general education seminar (the exact requirement depends on the number of transfer credits a student entered with; see below).
- Two courses in the areas of arts and humanities (AR and/or HU)
- Two courses in the areas of natural science and mathematics (NS and/or MT)
- Two courses in the area of social and behavioral sciences (SB)

College of Management

- One course in the areas of world languages and world cultures (WL or WC)

Please note that at least four of the distribution and non-business elective courses must be at the 200 level or above.

Transfer Credits	General Education Seminar Requirements
0-29	A First-Year Seminar (a 100G-level course) in the first semester and MGT 330 later as part of later management requirements
30 or more	MGT 330 taken at UMass Boston; or, if you have received transfer credits for a course equivalent to MGT 330, an Intermediate Seminar (a 200G-level course).

Non-Business Foundation Courses

Non-business foundation courses provide the skills and conceptual background students need to be successful in their management courses. These courses cannot be taken pass/fail. All CM students must complete:

- ENGL 101 Freshman English I
- ENGL 102 Freshman English II
- ECON 101 Introduction to Microeconomics
- ECON 102 Introduction to Macroeconomics
- MATH 134 Calculus for the Managerial and Social Sciences

Writing Requirement

All students in the CM must demonstrate the ability to:

- Understand sophisticated written business materials
- Evaluate the evidence on which they are based
- Evaluate the persuasiveness of their arguments
- Integrate different types of data from a wide array of sources
- Understand and explain complex business situations
- Organize clear, comprehensive, and concise arguments that are both
  - easy to read and
  - able to persuade

BC 290, the CM's main writing class, addresses the above. *Passing BC 290 means receiving a grade of no lower than B-.* The BC requirement must be fulfilled by *all* students, including those who have passed the Writing Proficiency Requirements (WPRs) of other colleges (e.g., CLA, CSM, CNHS).

To be placed in this course, you must have completed the CM Writing Assessment essay (CMWA; sign-up details on the CM website). The CMWA is used to assess whether you

(a) would most benefit from taking BC 230, with more emphasis on grammar and syntax, *before* taking BC 290—**OR**

(b) appear ready to do well in BC 290—**OR**

(c) appear ready to take BC 290 concurrently with the higher-level classes for which it is a prerequisite.

International Management Requirement

All students in CM are required to take an international management course devoted to contemporary issues with an explicit international focus. Courses fulfilling the international management requirement are marked in the schedule book. Its symbol is a small circle with the letters CM inside. Courses satisfying the international management requirement should be chosen to simultaneously fulfill other general education/non-business or management requirements. Students from a foreign country are required to choose an international management course focusing on a country other than their own.

Diversity Requirement

All students in CM are required to take a course that has been approved as meeting the criteria for the University's diversity requirement. Courses fulfilling the diversity requirement are marked in the schedule book with either a small globe or map of the United States (CM students may choose a diversity course with either a domestic or an international focus). Courses satisfying the diversity requirement should be chosen to simultaneously fulfill other liberal arts/non-business or management requirements.

Non-Business Electives

Students must take a total of 60 credits (usually 20 courses) in non-business areas. After fulfilling the general education and non-business foundation courses, students have remaining non-business electives that may be taken from any CLA or CSM department and at any level. Note that all CM students must complete at least 60 non-business credits so if any of the other general education/non-business requirements are waived, these waived courses must be replaced by non-business electives.

Management Requirements

The management requirements include foundation courses, management core courses, concentration courses and free electives.

Management Foundation

The management foundation segment consists of three courses in Management Science and Information Systems (MSIS) considered essential to the development of skills that will be used throughout the curriculum. Students are expected to successfully complete these courses within their first two years.

- MSIS 110 Introduction to Computers & Information Systems
- MSIS 111 Managerial Statistics
- MSIS 212 Managerial Decision Making

Management Core Courses

The management core is the heart of the management curriculum. Core courses provide students with a thorough theoretical and practical exposure to the foundations and processes of management under a variety of economic, social, political, legal, and ethical conditions.

There are nine management core courses. In CM, all 300- and 400- level courses, including the management core and concentration requirements, may not be taken until the student attains junior standing (60 credits).

- AF 210 Financial Accounting
- AF 211 Managerial Accounting
- MGT 303 Managing Organizations
- MGT 330 Business Environment and Public Policy
- MGT 331 Managerial Ethics and Social Issues
- MSIS 301 Operations Management
- AF 301 Financial Management

College of Management

- MKT 301 Principles of Marketing
- MGT 490 Strategic Management

Notes:

- MGT 330 is used as the General Education Intermediate Seminar for CM students, although transfer students may need to take an additional General Educational Intermediate Seminar as well (explained above)
- MGT 490 fulfills the General Education Capstone requirement

Registration during summer sessions for MGT 490 will be limited to students graduating during that summer. Graduating students wishing to take MGT 490 during the summer must obtain written authorization from the CM Undergraduate Program Office before registering for the summer course through Continuing Education.

Management Concentrations

A concentration provides depth of knowledge and skill development within a specific area of management. Students choose an area of concentration after successfully completing 60 credits. Concentration requirements involve 5 to 7 courses. The concentrations offered by CM, and the number of courses required for each concentration are:

- Accounting (7)
- Finance (5)
- Information Management for Finance (IM-F) (6)
- Information Management for Marketing (IM-MK) (6)
- International Management (5)
- Management (5)
- Management Science for Finance (MS-F) (6)
- Management Science for Marketing (MS-MK) (6)
- Marketing (5)
- Management Information Systems (6)
- Operations Management (6)

Free Electives

Students must take a total of 120 credits, so any credits remaining after all other requirements are filled are known as free electives. Free electives may be selected from any college (including CM) and may be taken on a pass/fail basis. Students selecting a seven course concentration will need one free elective, those selecting a six course concentration will need two free electives, and those selecting a five course concentration will need three free electives.

University Degree Requirements

Degree candidates must have a total of at least 120 credits. At least 30 credits must be completed in residence at UMass Boston. Students are required to file for a diploma in the Office of the Registrar by the published deadline after the completion of 84 credits. A minimum cumulative average of 2.00 is required for the awarding of the degree.

CM Residency Requirement

CM requires that the following be completed in residence:

- A minimum of 15 credits in the management core,
- At least half of the credits in the concentration,
- At least half of the total business courses

Double Concentrations

Students are allowed and even encouraged to pursue more than one concentration. No more than two courses from the first concentration can be used towards the second.

DEPARTMENT OF ACCOUNTING AND FINANCE

Faculty

Arindam Bandopadhyaya, Associate Professor and Chair; Professors Lal Chugh, Eric Hayden, Sally Wright; Associate Professors Thomas Hogan, Kiran Verma; Assistant Professors Atreya Chakraborty, Linda Chen, Elizabeth Connors, Mine Ertugrul, Giorgio Gotti, James Grant, Holly Hanson Johnson, Marius Popescu, Yong-Chui Shin, Kun Yu; Lecturer Carolyn Ogden

The Department

The Department of Accounting and Finance offers concentrations in accounting and finance to prepare students for a range of careers in public, private, or not-for-profit organizations. The department also offers students, regardless of their eventual concentrations, a solid grounding in accounting and finance that will contribute to their professional preparation. At the upper levels, specialized concentration courses are designed to qualify students for specific professional careers. The department also offers sequence of courses offered below, that help students become qualified for various professional certifications.

Concentrations

Accounting

The concentration in accounting provides students with a broad understanding of both accounting theory and techniques in preparation for a full range of career opportunities in the private, public and non-profit sectors. The curriculum reflects the knowledge and skills necessary for professional success in this dynamic and critical area of business. While the foundation courses for the accounting concentration are prescribed, the program allows students to pursue a focus on either public or managerial accounting.

Students who pursue the accounting concentration will be prepared to enter a variety of careers within the accounting profession, including budget analyst, financial accountant, managerial accountant, taxation specialist, auditor and more. Additionally, the department offers as courses which can lead to professional certification, such as Certified Public Accountant (CPA).

Requirements (21 credits)

- AF 310 (Intermediate Accounting I)
- AF 311 (Intermediate Accounting II)
- AF 315 (Accounting Information Systems)
- AF 363 (Cost Accounting)
- AF 450 (Federal Taxation I)
- AF 470 (Financial Auditing)

And one of the following:

- AF 330 (Business Law)
- AF 410 (Advanced Accounting)
- AF 433 (Accounting for Non-Business Organizations)
- AF 451 (Federal Taxation II)
- AF 463 (Advanced Managerial Accounting)
- AF 478 (Special Topics in Accounting)
- AF 480 (Internship in Accounting)
- AF 488 (Independent Study)
- Any other approved accounting course

The accounting curriculum offers opportunities for the preparation of a wide variety of professional certifications such as Certified Public Accountant (CPA), Certified Internal Auditor (CIA), Certified Management Accountant (CMA) and Certified Information Systems Analyst (CISA).

Students should take careful note that requirements for professional certificates demand highly specialized course work; therefore, prior to electing such a program of study, all students should talk with faculty advisors.

Certified Public Accountant (CPA)

Students planning careers as CPAs should follow a special program towards meeting the requirements of the various state statutes regulating eligibility for the CPA examination, including the following courses:

- AF 310 (Intermediate Accounting I)
- AF 311 (Intermediate Accounting II)
- AF 315 (Accounting Information Systems)
- AF 330 (Business Law)
- AF 410 (Advanced Accounting)
- AF 450 (Federal Taxation I)
- AF 451 (Federal Taxation II)
- AF 470 (Financial Auditing)

Note that in 2006, the Board of Accounting of the Commonwealth of Massachusetts passed new requirements starting in 2007. Students interested in taking the exam need 120 credit hours to sit for the exam, and 150 credit hours to be licensed. Students interested in taking the Massachusetts CPA exam should consider the Master's of Science in Accounting program, also offered by the College of Management.

Certified Internal Auditor (CIA)

Students preparing for careers as certified internal auditors (CIA) should plan a special program around the requirements recommended by the Institute of Internal Auditors. At a minimum, the program should include:

- AF 310 (Intermediate Accounting I)
- AF 311 (Intermediate Accounting II)
- AF 315 (Accounting Information Systems)
- AF 363 (Cost Accounting)
- AF 463 (Advanced Managerial Accounting)
- AF 470 (Financial Auditing)

as well as other courses from the accounting, finance and management sciences offerings. Students should consult CIA literature early in the senior year to obtain the latest requirements and application dates for the certification examination.

Certified Managerial Accountant (CMA)

Students intending to sit for the Certificate in Management Accounting (CMA) should plan a special program set around the requirements set by the Institute of Management Accounting of the National Association of Accountants. At a minimum, the program should include:

- AF 310 (Intermediate Accounting I)
- AF 311 (Intermediate Accounting II)
- AF 315 (Accounting Information Systems)
- AF 363 (Cost Accounting)
- AF 410 (Advanced Accounting)
- AF 450 (Federal Taxation I)
- AF 451 (Federal Taxation II)
- AF 463 (Advanced Managerial Accounting)

Finance

The finance concentration offers courses in corporate finance, investment and portfolio management, financial institutions, and financial policy. The curriculum has been carefully designed to reflect the essential knowledge and skills necessary for success in the exciting and challenging field of finance. However, finance concentrators have flexibility with their choices regarding curriculum focus.

There are numerous opportunities for financial executives. They can work in financial institutions, industrial and service companies, as well as governmental units and agencies. Graduates of the program have

Department of Accounting and Finance

found employment as financial analysts, controllers, insurance adjusters, investment bankers, portfolio managers, and more.

Requirements (15 credits)

- AF 325 (Theory of Finance)
- AF 335 (Investments)
- AF 495 (Financial Policy)

And two of the following:

- AF 425 (Topics in Corporate Financial Management)
- AF 426 (Financial Modeling)
- AF 435 (Derivative Securities)
- AF 445 (Markets and Financial Institutions)
- AF 455 (International Financial Management)
- AF 475 (Real Estate Finance and Investment)
- AF 478 (Special Topics in Accounting and Finance)
- AF 480 (Internship in Finance)

Early in the senior year, students interested in certification as Chartered Financial Analysts (CFAs) should consult literature from the Institute of Chartered Financial Analysts for requirements and examination dates and should then follow the appropriate program of study.

Accounting Courses

AF 210
Financial Accounting
Presents the theory and techniques of financial accounting. The course encompasses the basic functions of collecting, processing, and reporting accounting information for interested third parties (e.g. owners, investors, and government) and enables students to analyze, interpret, and use accounting information effectively.
Prerequisite: A minimum of 30 credits. Non-CM students may register after designated non-CM registration date.
3 Lect Hrs, 3 Credits

AF 211
Managerial Accounting
Presents the theory and technique of managerial accounting, from the particular perspective of the manager. The course covers the identification and analysis of the behavior of costs within the organization, and illustrates how managers use such knowledge for planning and control. Major topics include responsibility accounting, comprehensive and cash budgeting, standard job order and process cost systems, cost-volume-profit analysis, cost allocation, activity-based costing, standard costs, and variance analysis.
Prerequisite: AF 210 and a minimum of 30 credits. Non-CM students may register after designated non-CM registration date.
3 Lect Hrs, 3 Credits

AF 310
Intermediate Accounting I
This is the initial course in the intermediate accounting sequence, to be followed by AF 311. This course provides knowledge of financial accounting theory, with particular emphasis on the application of theory and on the practical problems arising from the limitations of traditional financial statements. It also provides in-depth analysis of the application of generally accepted accounting principles to asset and current liability items. In addition, students learn to research business problems through the use of the Internet; and discuss ethical issues faced by managers.
Prerequisites: AF 211, MATH 134, and a minimum of 60 credits; prerequisite or corequisite: BC 290. CM students only.
3 Lect Hrs, 3 Credits

AF 311
Intermediate Accounting II
This is the second course in the intermediate accounting sequence. This course continues to develop accounting theory, using principles, concepts, and accounting pronouncements to analyze and resolve accounting issues. Students acquire an understanding of issues unique to corporations and complete the study of the balance sheet by examining long-term debt and equity issues. In addition, they discuss ethical issues faced by managers in today's business world. Continuing emphasis will be placed on computer application skills, research skills and written and oral communication skills. It is recommended that students take AF 301 before AF 311.
Prerequisites: AF 310, MATH 134, BC 290, and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

AF 315
Accounting Information Systems
This course examines the design, implementation, operation, and control of contemporary computer-based accounting information systems. Students complete projects which require the use of current information technology to solve real world problems.
Prerequisites: AF 211, AF 310, MATH 134, BC 290, and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

AF 330
Business Law
Examines the body of law involved in the formation, operation, and termination of business organizations; in contracts; in debtor-creditor relations; in uniform commercial code (sales, commercial paper, secured transactions); in property, estate, and trust; in government regulations; and in issues of CPA liability. Course content encompasses the topics to be found on the CPA law examination.
Prerequisites: AF 211, MATH 134, BC 290, and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

AF 363
Cost Accounting
Examines the design, implementation and operation of cost accounting systems. With primary emphasis on cost analysis in manufacturing, the course explores cost standards, actual performance, and variances. To a lesser extent, it also applies concepts of cost accounting to manufacturing and service organizations.
Prerequisites: AF 211, AF 310, MATH 134, BC 290, and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

AF 410
Advanced Accounting
Develops in depth understanding of financial accounting and reporting in the following areas: business combinations, consolidated financial statements, foreign currency transactions, translation of financial statements of foreign affiliates, reorganization and liquidation, partnerships and other advanced areas. Continues to build on skills acquired from AF 310 and 311 while providing comprehensive treatment of selected topics.
Prerequisites: AF 311 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

AF 433
Accounting for Non-Business Organizations
Develops the specialized knowledge of finance and accounting necessary for the successful financial management of such non-business organizations as governmental agencies, foundations, hospitals, and universities. The course particularly stresses fund accounting as well as the accounting principles appropriate to such organizations.
Prerequisites: AF 310 and a minimum of 60 credits.
3 Lect Hrs, 3 Credits

Department of Accounting and Finance

AF 450
Federal Taxation I
Studies the law and procedures of the federal income taxation of individual taxpayers. The course presents the income tax concepts of gross income recognition, deductions, tax credits, and the effects of property transactions.
Prerequisites: AF 211, AF 310, and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

AF 451
Federal Taxation II
Applies the income tax concepts presented in AF 450 to corporations, partnerships, Subchapter S corporations, trusts, and estates. The course introduces the concepts of the federal gift tax and the federal estate tax.
Prerequisites: AF 450 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

AF 463
Advanced Managerial Accounting
Continues the study of cost accounting, with emphasis on the managerial application of cost data and financial accounting information to decision making. Includes studies in relevant costs, cost behavior analysis, risk analysis as applied to capital budgeting, inventory management, cost allocation, and variance analysis.
Prerequisites: AF 363 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

AF 470
Financial Auditing
Encompasses both the theory and the technique of financial auditing. The course examines the professional role of the auditor, along with its operational, ethical, and legal implications. Areas typically covered include professional auditing standards, the auditors' report, specialized reporting issues, auditors' legal responsibilities, gathering and evaluating evidence, the internal control structure audit sampling, and the Code of Professional Conduct. Discussions consider issues of judgment typically faced by auditors in practice.
Prerequisites: AF 311 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

AF 478
Special Topics in Accounting or Finance
Addresses a specific topic in accounting or finance. Special topics courses are offered as one-time supplements to the department's curriculum. Descriptions of special topics courses are available during advance registration.
Prerequisite: Permission of instructor and a minimum of 60 credits.
3 Lect Hrs, 3 Credits

AF 480
Accounting or Finance Internship
Provides students with opportunities for full- or part-time work experience in an accounting or finance setting. On-site supervisors and faculty sponsors provide guidance and supervision for each intern.
Prerequisites: 75 credits, 21 credits in management core, one concentration course, 2.5 GPA, and permission of internship coordinator and undergraduate program director. CM students only.
3 Credits

AF 488
Independent Study
A student-initiated research project on an accounting topic, supervised by a member of the accounting faculty. The course is open to a limited number of students each semester.
Prerequisite: Permission of instructor and a minimum of 60 credits. CM students only.
3 Credits, Hrs by arrangement

Finance Courses

AF 201
Personal Finance
Introduces students to planning and managing personal and family finances. Topics include insurance and estate planning, relationships with banks, issues in home ownership and real estate, the fundamentals of investing in stocks and bonds, tax planning, leasing as compared with buying automobiles, and financing college education. This course cannot be counted toward the finance or accounting concentration in the College of Management.
3 Lect Hrs, 3 Credits

AF 301
Introduction to Financial Management
Introduces financial management (both short term and long term), specifically what an organization invests in, and how the necessary funds are best raised; the course also acquaints students with various kinds of securities and the operation of financial markets and institutions. Specific topics include ratio analysis, working capital management, financial markets and institutions, the time value of money and capital budgeting, the cost of capital, financial leverage and capital structure, and dividend policy.
Prerequisites: AF 211, MATH 134, and a minimum of 60 credits. Non-CM students must register after designated non-CM registration date.
3 Lect Hrs, 3 Credits

AF 325
Theory of Corporate Finance
Provides a sound understanding of the principles of and analytical techniques used in financial management. The course describes financial decision making by corporations and shows how it can be used to address practical problems and illuminate institutional aspects of the financial world. Topics include review of valuation concepts, cost of capital, advanced capital budgeting, capital structure theories, dividend policy, IPOs, long-term financing and working capital management.
Prerequisites: AF 301, MATH 134, and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

AF 335
Investments
Provides the student with an understanding of capital market securities, operations, valuation, and investment techniques. Specifically, the course covers definitions of various investment vehicles, operation of the NYSE and NASDAQ markets, portfolio theory (CAPM and APT), valuation of stocks and bonds, and investor capital allocation decisions, including discussions of mutual fund selection.
Prerequisites: AF 301, MATH 134, and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

AF 425
Topics in Corporate Financial Management
Builds on the principles and concepts developed in AF 325 and introduces several new topics including real options, risk management techniques, convertible securities, leasing and mergers and acquisitions. It is recommended that students take AF 335 before AF 425.
Prerequisites: AF 325 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

AF 426
Financial Modeling
Introduces the principles and techniques for building financial models, especially in an uncertainty framework. Topics include decision support systems, risk analysis and capital budgeting under uncertainty. Integrates financial, accounting and statisti-

Department of Accounting and Finance

cal concepts and techniques to construct financial models and to perform analyses using micro-computer based software.
Prerequisites: AF 301 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

AF 435
Derivative Securities
Derivative securities are contracts whose payoffs are derived from the outcome of another security or asset price. This course focuses on the valuation and (mis)use of derivative securities. Specifically the course covers: history of derivatives, valuation of forwards, futures, swap and option contracts and the use of derivative securities to hedge financial risk, particularly interest rate and foreign currency risk. It is recommended that students take AF 335 before 435.
Prerequisites: AF 301 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

AF 445
Markets and Financial Institutions
Examines the role of financial markets and institutions in the economy. The course focuses on the working of various financial markets and how financial institutions and other users interact with financial markets. Topics include interest rates; term structure of interest rates; money and capital markets; innovations in capital markets; credit risk and asset and liability management; international financial markets; currency fluctuations; and management of currency risk.
Prerequisites: AF 301 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

AF 455
International Financial Management
Provides the student with the knowledge and skills needed by managers in organizations active in international trade, facing foreign competition, or involved in foreign direct investment. The course focuses on the unique international variables and constraints which modify single-country financial management concepts. Topics include the determination of exchange rates, forecasting exchange rates, foreign exchange risk management, transfer pricing policies, multinational capital budgeting with cash flows in more than one currency, international financial markets, and country risk in multinational investment decisions.
Prerequisites: AF 301 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

AF 475
Real Estate Finance and Investment
Deals with the financing, valuation, and development of real estate investments. The course examines the theoretical and pragmatic models of valuation, the financial structure of successful developments, and the appropriate models of investment choice and portfolio management for real estate investors. It develops an appreciation of the similarities and differences between real and financial assets, and integrates the techniques of real estate analysis with those of corporate finance. Students are expected to participate actively in analyzing real estate investments and developments through case studies, and through interaction with executives from the investment, development, and lending communities.
Prerequisites: AF 301 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

AF 478
Special Topics in Accounting or Finance
Addresses a specific topic in accounting or finance. Special topics courses are offered as one-time supplements to the department's curriculum. Descriptions of special topics courses are available during advance registration.
Prerequisite: A minimum of 60 credits.
3 Lect Hrs, 3 Credits

AF 480
Accounting or Finance Internship
Provides students with opportunities for full- or part-time work experience in an accounting or finance setting. On-site supervisors and faculty sponsors provide guidance and supervision for each intern.
Prerequisites: 75 credits, 21 credits in management core, one concentration course, 2.5 GPA, and permission of internship coordinator and undergraduate program director. CM students only.
3 Credits

AF 488
Independent Study
A student-initiated research project on a finance topic, supervised by a member of the finance faculty. The course is open to a limited number of students each semester.
Prerequisites: Permission of instructor and a minimum of 60 credits. CM students only.
3 Credits, Hrs by arrangement

AF 495
Financial Policy
Utilizes the case study method to apply theoretical concepts and techniques learned in previous courses to the analysis of real situations and practical problems in financial management and policy. Some cases will have a strong international focus. This course is intended as a "capstone" course to be taken after all other concentration courses. It provides an opportunity for reviewing, integrating, and putting into practice the skills acquired in previous courses.
Prerequisites: AF 325 and AF 335 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

DEPARTMENT OF MANAGEMENT AND MARKETING

Faculty

David Levy, Professor and Chair; Professors Arthur Goldsmith, Sherry Penney, Leon Zurawicki; Associate Professors Mohsin Habib, Raymond Liu, Philip Quaglieri; Assistant Professors Martin Calkins, Stephan Davys Manning, Pacey Foster, Varghese George, Marc Hoffman Lavine, Werner Kunz, Benyamin Lichtenstein, Banu Ozkazanc-Pan, Maureen Scully, Theodora Welch, Guang-Xin (Vincent) Xie; Lecturer Edward Romar

Department Concentrations

The Department of Management and Marketing offers three concentrations.

- International Management
- Management
- Marketing

International Management

Almost all sectors of the economy are engaged in some form of international activity, and no business can avoid the competition which has become essentially global. Employers, consequently,

value managers who have the necessary knowledge and skills to operate effectively in these environments. The international management concentration seeks to broaden students' horizons and prepare them for this world in which commerce and competition are increasingly worldwide in scope. The concentration, sponsored by the Management and Marketing Department, also includes internationally focused courses from the Department of Accounting and Finance and from a number of departments in the College of Arts and Sciences. The interdisciplinary nature of this concentration provides students with the flexibility to choose courses from a broad range of disciplines related to international business. The concentration is especially well suited to all students fascinated with the possibilities of international business and, especially, to international students and to students with family and cultural ties to particular countries.

Graduates with concentrations in International Management are prepared for a variety of entry-level positions leading to careers in international management and marketing, both domestically and abroad.

Requirements (15 Credits)

- MKT 430 (International Marketing)
- MGT 434 (Managing in the Global Economy)
- AF 455 (International Finance)

And two of the following:

- ECON 334 (International Trade)
- ECON 335 (International Finance)
- ECON 336 (Economic Development)
- ECON 372 (Comparative Economic Systems)
- ECON 435 (The Multinational Corporation)
- IR 480 (The Political Economy of International Trade)
- POLSCI 410 (The Politics of International Economic Relations)
- MGT 480 (Internship)

Management

The management concentration is ideal for students who want to keep their options open and avoid narrow, specialized career paths. Courses are designed to increase students' abilities to gain and advance their careers in the rapidly changing structures of today's business and government organizations. In these courses students develop analytic, writing, and oral presentation skills along with the computer-based skills employers require for entry-level positions in many different types of companies and industries.

Students who complete their baccalaureate degree with a concentration in management are positioned well for entry-level management positions in domestic and international companies, including financial, biotech and high tech, computer and telecommunications, healthcare, insurance, distribution and manufacturing.

Requirements (15 Credits)

- MGT 401 (Introduction to Human Resource Management)
- MGT 421 (Skills in Leadership and Teamwork)
- MGT 434 (Managing in the Global Economy)

And two of the following:

- MGT 402 (Labor Relations)
- MGT 431 (Legal Environment of Business) (pending approval of University governance)
- MGT 450 (Advanced Topics in Managing Organizations)
- MGT 470 (Entrepreneurship)
- MGT 478 (Special Topics in Management)
- MGT 480 (Internship)
- MGT 488 (Independent Study)

Marketing

Students who concentrate in marketing learn to recognize the marketing function as the vital interface between the organization and its environment. In doing so, they become more aware of societal implications of marketing, as well as the complexities of doing business in global markets and in the information technology age. The flexibility of the marketing curriculum is designed to maximize the ability of students to select courses which are of the most interest to them.

Graduates of the marketing concentration are prepared to begin careers in sales, advertising, marketing program analysis, direct marketing, international marketing, and marketing research.

Requirements (15 Credits)

- MKT 310 (Data Analysis for Marketing Management)

And four of the following:

- MKT 402 (Sales Management)
- MKT 403 (Integrated Marketing Communication)
- MKT 404 (Retailing in the Internet Age)
- MKT 405 (Internet Marketing)
- MKT 406 (Direct Marketing)
- MKT 407 (Services Marketing)
- MKT 430 (International Marketing)
- MKT 478 (Special Topics in Marketing)
- MKT 480 (Internship)
- MGT 470 (Entrepreneurship)

Business Communications Courses

BC 230
Fundamentals of Business Communication and Critical Analysis

This course provides rigorous instruction in the basis of written and oral communication for managers. Instruction will focus on the writing, analytical reading, and critical thinking skills required in business. This is a writing-intensive course which prepares students for the challenges of BC 290 Professional Written Communication and Critical Analysis. The course also is devoted to improving students' confidence in sharing ideas in class and their presentation skills.

Prerequisites: ENGL 101. Non-CM students may register after designated non-CM registration date.

3 Lect Hrs, 3 Credits

Department of Management and Marketing

BC 290
Professional Written Communication and Critical Analysis
This course offers instruction and practice in written business communication and critical analysis. The course emphasizes clarity and coherence in case analyses and focuses on professionalism within written business communication. Students work on appropriate delivery of information via a range of business letters, résumés, and cover letters. It is required of all students in the College of Management.
Prerequisites: ENGL 101, ENGL 102, a minimum of 30 credits, and the College of Management Writing Assessment Placement or BC 230. Non-CM students may register after designated non-CM registration date.
3 Lect Hrs, 3 Credits

Management Courses

MGT 130
Introduction to Business
Familiarizes students with the nature of business and its relationship to other institutions in society. The course examines business ownership, organization, management, marketing, human resources management, production, and finance. In addition, it explores issues in the relationships between law and business and government and business.
3 Lect Hrs, 3 Credits

MGT 303
Managing Organizations
Examines theory, research, and practice in the management of organizations. Students learn to make use of analytical tools for recognizing, diagnosing, and acting on managerial problems related to organizations to their objectives, and to the development of human resources. The course emphasizes topics at the macro level, such as organizational analysis and design, and at the micro level, such as managerial behavior, motivation, and interpersonal relations.
Prerequisites: BC 290 or ACM 299, MATH 134, and a minimum of 60 credits. Non-CM students may register after designated non-CM registration.
3 Lect Hrs, 3 Credits

MGT 330
Business Environment and Public Policy
Examines the interaction of business and government in the contemporary public policy process in the United States. The course helps students become familiar with the private sector's effect on the public sector as well as the public's effect on the private. It also examines how government promotes, regulates, and competes with private enterprise.
Prerequisites: BC 290 or ACM 299, MATH 134, and a minimum of 60 credits. Non-CM students may register after designated non-CM registration date.
3 Lect Hrs, 3 Credits

MGT 331
Managerial Ethics and Social Issues
Examines the kinds of ethical principles (e.g. justice, equality, rights and obligations, and the public interest) generally offered in justification of ethical judgments. Students learn to apply these principles to the social and economic issues that managers face, such as pollution, safety, discrimination, and fiduciary and product responsibilities. The course includes a research paper on an ethical problem in management.
Prerequisites: MGT 303, MATH 134, and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

MGT 401
Introduction to Human Resources Management
Examines the role of the human resource manager in both public and private sector organizations. Topics include personnel planning, selection, appraisal, training and development, compensation, and international aspects.
Prerequisites: MGT 303 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

MGT 421
Skills in Leadership and Teamwork
Focuses on job-relevant skills that entry-level and middle-level managers need to acquire if they are to meet the challenges posed by problems in their work that involve dealing with people. The course focuses, for example, not on theories of group dynamics, but on how a manager can effectively chair a committee or lead a project team; not on theories of power but on short and long term strategies for acquiring and using power. The course focuses, therefore, on skill acquisition and practice rather than on understanding conceptual material. Required readings are used to further understanding of concepts introduced in MGT 303 and to facilitate skill practice.
Prerequisites: MGT 303 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

MGT 431
The Legal Environment of Business
Seeks to help students broaden their understanding of our legal and regulatory system and how it affects them as business managers. Businesses have become increasingly subject to law and regulations. Legal and regulatory provisions pervade such aspects of business as the sale of securities, marketing practices, product liability, and business relationships with employees, customers, and other interested parties. This course assists students in developing their ability to meet the legal and regulatory demands and responsibilities of business today.
Prerequisites: MGT 303, MGT 330, and a minimum of 60 credits. CM students only.
3 Lect Hrs 3 Credits

MGT 434
Managing in the Global Economy
This course is designed to familiarize students with the world of international business. It introduces students to the special problems and issues firms encounter by virtue of operations abroad. It focuses on such concerns as relationships with host governments, and the complexities of planning, communicating, and controlling in the international arena.
Prerequisites: MGT 303 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

MGT 450
Advanced Topics in Managing Organizations
Treats particular current issues and topics in the areas of human resource management, entrepreneurship, organizational behavior, and/or international management. Important, current topics, such as re-engineering, innovation, downsizing, or globalization often overlap two or more of the above areas. These advanced topics build on earlier courses and explore topics in depth. The specific topics are announced prior to pre-registration.
Prerequisites: MGT 303 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

MGT 470
Entrepreneurship and Innovation in Organizations
Introduces students to entrepreneurship and small business management. This course focuses on writing business plans, analyzing financial data, and exploring legal issues in the creation of new enterprises. The course also provides students with an opportunity to evaluate their career interests and personal skills in the area of entrepreneurship and small business management.
Prerequisites: MGT 303 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

Department of Management and Marketing

MGT 478
Special Topics in Management
Addresses a specific topic in management. Special topics courses are offered as one-time supplements to the department's curriculum. Descriptions of special topics courses are available during advance registration.
Prerequisites: MGT 303 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

MGT 480
Management Internship
Provides students with opportunities for full- or part-time work experience in a management setting. On-site supervisors and faculty sponsors provide guidance and supervision for each intern.
Prerequisites: 75 credits, of which 21 must be in management core; one concentration course; minimum 2.5 GPA; and permission of internship coordinator and undergraduate program director. CM students only.
3 Credits

MGT 488
Independent Study
A student-initiated research project on a management topic, supervised by a member of the management faculty. The course is open to a limited number of students each semester.
Prerequisite: Permission of instructor and a minimum of 60 credits. CM students only.
3 Credits, Hrs by arrangement

MGT 490
Strategic Management
Focuses on the organization as a whole from a perspective that takes into account both the role of top management and the future of the organization. The course is designed to be the capstone course in the student's College of Management curriculum. It develops an approach for identifying the mission of the organization, exploring its external environment for opportunities and risks, and relating these to internal strengths and weaknesses. This course is required of all College of Management students.
Prerequisite or Corequisite: MGT 331.
Prerequisites: AF 210, AF 211, AF 301, MGT 303, MGT 330, MKT 301 and MSIS 301. CM students only.
3 Lect Hrs, 3 Credits

Marketing Courses

MKT 301
Principles of Marketing
Develops students' understanding of marketing principles underlying the selection and assessment of markets, and the development and delivery of products and services.
Prerequisites: BC 290 and ACM 299 and a minimum of 60 credits. Non-CM students may register after the designated non-CM student registration date.
3 Lect Hrs, 3 Credits

MKT 310
Data Analysis for Marketing Management
Familiarizes students with data analysis techniques for marketing decision making. Emphasis is given to secondary data and secondary data processing. The course makes extensive use of computers and commercial software: word processing and graphics programs, spreadsheets, and statistical analysis packages containing data description, bivariate and multivariate models. It also emphasizes report writing and oral presentation skills.
Prerequisites: MKT 301, MSIS 111, and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

MKT 402
Sales Management
Develops students' understanding of and skills in managing the personal selling function. The course is divided into three parts: personal selling as part of the organization's promotional marketing and corporate strategies; self-management and the selling process; and administrative and strategic decisions of the sales manager.
Prerequisites: MKT 301 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

MKT 403
Integrated Marketing Communication
Integrated marketing communication (IMC) is a response to communication challenges facing today's organizations. More encompassing than advertising, IMC weaves together a broad array of traditional and innovative communication tools and techniques in highly coordinated customer-focused programs. In this course students are provided with a thorough exposure to traditional tools and methods of advertising. On this base, the newest concepts and applications of IMC are developed, incorporating channels from the Internet to public relations. Drawing on reading materials, lectures, guest speakers, exercises and projects, participants are expected to understand and create their own IMC strategies.
Prerequisites: MKT 301 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

MKT 404
Retailing in the Internet Age
Retailing goods and services to consumers has always taken a wide variety of forms, from the single-unit entrepreneurial enterprise to the shopping mall to the regional or national chain. In recent years shopping on the Internet has been added to the options available to the retail customer. This course covers all aspects of traditional retail marketing from site selection to merchandising policies to evaluation of effectiveness. It pays special attention to the new techniques and strategies required for business to consumer e-commerce and to the challenges presented by the need to integrate e-tailing into existing retail businesses
Prerequisites: MKT 301 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

MKT 405
Internet Marketing
In a short period of time, use of the Internet for marketing communications and commercial transactions has become commonplace among consumer product and service firms, business-to-business marketers, and nonprofit organizations. Use of the Internet for marketing purposes involves all basic marketing disciplines and adds the important elements of interactivity and tractability. It requires a user-level understanding of the technologies that make the Internet a communications medium and a transactional channel. This course provides the fundamental knowledge and marketing perspective required to successfully incorporate the Internet into the marketing activities of organizations of all types and sizes.
Prerequisites: MKT 301 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

MKT 406
Direct Marketing
Direct marketing has wide-spread applications to the marketing of consumer and business-to-business goods and services as well as to not-for-profit marketing. This course identifies the decision elements of direct marketing and covers the specialized techniques and communications media

Department of Management and Marketing

used to plan and implement direct response programs. It makes use of lectures, cases, guest speakers, and field trips.
Prerequisites: MKT 301 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

MKT 407
Services Marketing
Examines what differentiates services marketing from the marketing of products. Special attention is focused on the unusually intricate planning and interaction required among the traditional management functions of marketing, operations, human resources, and finance that characterize the marketing of services.
Prerequisites: MKT 301 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

MKT 430
International Marketing
Adapts marketing strategy to fit the special requirements of international market structures, as well as differing cultural, political, and legal environments. The course is recommended for students contemplating careers in international business.
Prerequisites: MKT 301 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

MKT 478
Special Topics in Marketing
Addresses a specific topic in marketing. Special topics courses are offered as one-time supplements to the department's curriculum. Descriptions of special topics courses are available during advance registration.
Prerequisites: MKT 301 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

MKT 480
Marketing Internship
Provides students with opportunities for full- or part-time work experience in a marketing setting. On-site supervisors and faculty sponsors provide guidance and supervision for each intern.
Prerequisites: 75 credits, of which 21 must be in management core; one concentration course; minimum 2.5 GPA; and permission of internship coordinator and undergraduate program director. CM students only.
3 Credits

MKT 488
Independent Study
A student-initiated research project on a marketing topic, supervised by a faculty member. The course is open to a limited number of students each semester.
Prerequisites: Permission of instructor and a minimum of 60 credits. CM students only.
3 Credits, Hrs by arrangement

DEPARTMENT OF MANAGEMENT SCIENCE AND INFORMATION SYSTEMS

Faculty:

Jean-Pierre Kuilboer, Associate Professor and Chair; Professors Noushin Ashrafi, Daniel Shimshak; Associate Professors Pratyush Bharati, Oscar Gutierrez, Jeffrey Keisler, Wei Zhang; Assistant Professors Ramakrishna Ayyagari, Roger Blake, Ricardo Checchi, Ehsan Elahi, Davood Golmohammadi, One-Ki Lee, Peng Xu; Lecturers Gordon Corzine, Frenck Waage

The Department

The Department of Management Science and Information Systems offers concentrations in Management Information Systems and Operations Management Science. The department offers students both a strong background in theory and opportunities to learn state-of-the-art practical applications and techniques. Students seeking concentrations in other departments will find that MSIS courses will enhance their management skills and career prospects. All UMass Boston students are encouraged to take any MSIS courses for which they meet the prerequisites.

Concentrations

Management Information Systems (MIS)

Information technology is transforming all aspects of business. Students who concentrate in Management Information Systems acquire the knowledge and skills needed to take a leading role in this innovative field. Among other topics, the curriculum covers the planning, design, and implementation of computer-based information, communication, and network systems.

As information technology has impacted virtually all aspects of business, students who complete the MIS concentration will not be limited in their career options. Graduates are in demand and have found employment in a variety of industries, including: health care, transportation, government, high-tech, financial services, and manufacturing.

Requirements (18 credits)

- MSIS 310: Client/Server Programming
- MSIS 411: Database Management
- MSIS 461: Systems Analysis and Design

And three of the following:

- MSIS 414: Computer Networks for Management
- MSIS 415: Object Oriented Programming for Business
- MSIS 422: Decision Support Systems and Groupware
- MSIS 425: Project Management
- MSIS 426: e-Business and e-Commerce Infrastructure
- MSIS 427: Knowledge Management: Competing in the Knowledge Economy
- MSIS 428: Information System Security
- MSIS 430: International Information Management
- MSIS 454: Supply Chain Management
- MSIS 480/MSIS 488/MGT 478 (Honors)

Operations Management (OM)

The Operations Management concentration focuses on ways in which companies assess, manage, and improve their productivity and efficiency in order to maintain their competitive edge in both national and international markets. Students who concentrate in the Operations Management Science become highly skilled at using quantitative analysis and information technology within the managerial context.

Graduates of this concentration will be ready to begin careers in all types of organizations and in a variety of industries, including hi-tech, transportation, health care services, financial services, and others. Opportunities may include project management, systems development, quality management, decision support, operations management, and more.

Requirements (18 credits)

At least 3 of:

- MSIS 425: Project Management
- MSIS 450: Applied Operations Management: Domestic and Global
- MSIS 452: Quality Management
- MSIS 454: Supply Chain Management

At least 2 of:

- MSIS 422: Decision Support Systems and Groupware
- MSIS 455: Decision Analysis
- AF 363: Cost Accounting

With additional choices:

- MSIS 309: Databases and Programming for Managers
- MSIS 414: Computer Networks for Management
- MSIS 415: Object Oriented Programming for Business
- MSIS 426: e-Business and e-Commerce Infrastructure
- MSIS 430: International Information Management
- MSIS 461: Systems Analysis and Design
- MSIS 480/MSIS 488/MGT 478 (Honors)

Note that although students are allowed and even encouraged to pursue more than one concentration, no more than two courses from the first concentration can be used towards the second.

Information Management for Finance (IM-F)

In the financial industry, real-time access to reliable data about investments and clients is becoming ever more important; in the IM-F concentration students will learn how to collect, manage and integrate financial information and will learn how such information is ultimately used.

Graduates from this concentration will be positioned to enter careers as information managers in commercial banks, investment banks, mutual fund companies, finance departments of larger traditional companies, and other areas.

Information Management for Finance is cross-functional, so students should seek guidance from both Finance and MSIS departmental advisors.

Requirements (18 credits)

Take all four:

- AF 325: Theory of Corporate Finance
- AF 335: Investments
- AF 495: Financial Policy
- MSIS 309: Databases and Programming for Managers

And at least one of the following:

- MSIS 461: Systems Analysis and Design
- MSIS 430: International Information Management

With additional choices:

- AF 425: Topics in Corporate Financial Management
- AF 426: Financial Modeling
- AF 435: Derivative Securities
- AF 445: Management of Financial Institutions
- AF 455: International Financial Management
- MSIS 414: Computer Networks for Management
- MSIS 415: Object-Oriented Programming for Business
- MSIS 425: Project Management
- MSIS 427: Knowledge Management: Competing in the Knowledge Economy
- MSIS 428: Information System Security

Department of Management Science and Information Systems

- MSIS 478*: Special Topics in Management Science and Information Systems
- MSIS 480*: Internship

* Students may count only one of MSIS 478 or MSIS 480 toward this concentration.

Information Management for Marketing (IM-MK)

This concentration is for students who want to know what marketing data and systems are useful to meet the challenge of developing and providing innovative services and products.

Graduates from this concentration will be ready to begin careers with organizations such as e-commerce start-ups, marketing specialty firms that manage large amounts of data, marketing departments of mid-sized and large companies, and more.

Information Management for Marketing is cross-functional, so students should seek guidance from both Marketing and MSIS departmental advisors.

Requirements (18 credits)

Take both:

- MKT 310: Data Analysis for Marketing Management
- MSIS 309: Databases and Programming for Managers

And at least one of the following:

- MSIS 422: Decision Support Systems and Groupware
- MSIS 430: International Information Management
- MSIS 461: Systems Analysis and Design

And at least two of the following:

- MKT 403: Integrated Marketing Communication
- MKT 404: Retailing in the Internet Age
- MKT 405: Web Page Marketing
- MKT 406: Direct Marketing
- MKT 407: Services Marketing
- MKT 430: International Marketing

With additional choices:

- MSIS 414: Computer Networks for Management
- MSIS 415: Object-Oriented Programming for Business
- MSIS 425: Project Management
- MSIS 426: e-Business and e-Commerce Infrastructure
- MSIS 427: Knowledge Management: Competing in the Knowledge Economy
- MSIS 454: Supply Chain Management
- MSIS 455: Decision Analysis
- MSIS 478*: Special Topics in Management Science and Information Systems
- MSIS 480*: Internship

* Students may count only one of MSIS 478 or MSIS 480 toward this concentration.

Management Science for Finance (MS-F)

This concentration provides the foundation for corporate problem solvers—financial analysts who use strong data analysis skills to identify profitable opportunities (at investment companies or in corporate finance departments); with more extensive coursework, MS-F concentrators can be oriented toward Wall Street quantitative analysis.

Graduates of this concentration will be ready to begin careers in providing analytical support to commercial banks, investment banks, mutual fund companies, finance departments of larger traditional companies, and other organizations.

Management Science for Finance is cross-functional, so students should seek guidance from both Finance and MSIS departmental advisors.

Requirements (18 credits)

Take all three of:

- AF 325: Theory of Corporate Finance
- AF 335: Investments
- AF 495: Financial Policy

At least two of:

- MSIS 422: Decision Support Systems and Groupware
- MSIS 452: Quality Management
- MSIS 455: Decision Analysis

With additional choices:

- AF 425: Topics in Corporate Financial Management
- AF 426: Financial Modeling
- AF 435: Derivative Securities
- AF 445: Management of Financial Institutions
- AF 455: International Financial Management
- MSIS 309: Databases and Programming for Managers
- MSIS 427: Knowledge Management
- MSIS 428: Information System Security
- MSIS 450: Operations Management: Domestic and Global
- MSIS 454: Supply Chain Management
- MSIS 478*: Special Topics in Management Science and Information Systems
- MSIS 480*: Internship

Students may count only one of MSIS 478 or MSIS 480 toward this concentration.

Management Science for Marketing (MS-MK)

The MS-MK concentration prepares students for direct marketing, sales management, new product development, and customer relationship management positions requiring both strong quantitative skills and marketing-specific application tools and concepts.

Graduates from this concentration will be ready to begin careers as market researchers, business analysts, and marketing managers in organizations such as e-commerce start-ups, marketing specialty firms that manage large amounts of data, marketing departments of mid-sized and large companies, and other organizations.

Management Science for Marketing is cross-functional, so students should seek guidance from both Marketing and MSIS departmental advisors.

Requirements (18 credits)

Take:

- MKT 310: Data Analysis for Marketing Management

And at least two of the following:

- MSIS 422: Systems Decision Support Systems and Groupware
- MSIS 454: Supply Chain Management
- MSIS 455: Decision Analysis

And at least two of the following:

- MKT 403: Integrated Marketing Communication
- MKT 404: Retailing in the Internet Age
- MKT 405: Web Page Marketing
- MKT 406: Direct Marketing
- MKT 407: Services Marketing
- MKT 430: International Marketing

With additional choices:

- MSIS 309: Databases and Programming for Managers

Department of Management Science and Information Systems

- MSIS 414: Computer Networks for Management
- MSIS 415: Object-Oriented Programming for Business
- MSIS 426: e-Business and e-Commerce Infrastructure
- MSIS 427: Knowledge Management
- MSIS 428: Information System Security
- MSIS 450: Operations Management: Domestic and Global
- MSIS 452: Quality Management
- MSIS 461: Systems Analysis and Design
- MSIS 478*: Special Topics in Management Science and Information Systems
- MGT 482*: Honors Seminar
- MSIS 480*: Internship

* Students may count only one of MSIS 478, MGT 482, and MSIS 480 toward this concentration.

Courses

MSIS 105
Introduction to Information Systems
Introduces computers, information systems, and their use in society for students with minimal prior knowledge in this area. Topics include overviews of current information technology concepts and components, the Internet, and productivity software tools. The course offers an extensive hands-on component in the use of current technology. This course cannot be counted toward the management information systems or management science concentration in the College of Management.
3 Lect Hrs, 3 Credits

MSIS 110
Introduction to Computers and Information Systems
Introduces systems thinking principles, computers, information systems, and their use in business decision making. Topics include management information systems concepts and components, issues involving information management, productivity software tools. The course offers an extensive hands-on component in the use of state-of-the-art technology.
3 Lect Hrs, 3 Credits

MSIS 111
Managerial Statistics
Provides the student with the basic statistical techniques needed for business decision making in areas such as operations management, quality improvement, marketing research, finance, and general management. The course examines collection and presentation of data, frequency distributions, basic probability, statistical inference, and regression. Students use statistical software for data presentation and analysis.
Prerequisite: MATH 129.
Corequisite: MSIS 110.
3 Lect Hrs, 3 Credits

MSIS 212
Managerial Decision Making
Provides the student with knowledge of more advanced decision making tools building upon the skills developed in MSIS 110 and MSIS 111. The emphasis of this course is on using management information systems and quantitative analysis tools to improve the quality of managerial decision making. Topics include decision theory and analysis, optimization, simulation, and forecasting.
Students use advanced functions in spreadsheet packages and decision support software for analysis of practically oriented problems in various management setting.
Prerequisites: MSIS 110 and one of the following: MSIS 111, MATH 125, ECON 205, PSYCH 270, SOCIOL 350.
3 Lect Hrs, 3 Credits

MSIS 301
Operations Management
Introduces the student to the concepts and techniques used by organizations to support their fundamental task of producing goods and services. This course includes a balanced view of the manufacture of tangible goods and the production of less-tangible services. Topics covered include product and process strategy, quality management, production planning for manufacturing and
for service organizations, and inventory management. The course also includes an examination of the interactions of operations management, quantitative decision making techniques, and information technology. Students use management science techniques and software to examine a wide variety of operations management problems.
Prerequisites: MSIS 110, MATH 134, a minimum of 60 credits, and one of the following: MSIS 111, MATH 125, ECON 205, PSYCH 270, SOCIOL 350.
3 Lect Hrs, 3 Credits

MSIS 309
Databases and Programming for Managers
Any information system consists of three layers; the user interface, the problem application, and the database. This course covers user interfaces and databases and provides a concise and applied guide to accessing relational databases with visually oriented programming languages. Students in this course will learn the principles of database design and construction and build functional user interfaces for database access. The course emphasizes the practical application of database and business programming by offering hands-on training in the use of state-of-the art technology.
Prerequisites: MSIS 110, MATH 134, and a minimum of 60 credits. CM students only.

MSIS 310
Client/Server Programming
Introduces students to graphical/visual programming concepts using current programming languages and Microsoft Windows Environment. The course will expose the students to both procedural and event-driven programming; it will also introduce component-based client/server implementation.
Prerequisite: MSIS 110, MATH 134, and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

MSIS 411
Database Management
Presents the logical concepts of database systems, the possible physical configurations, and the nature of database management software. Data analysis techniques and supporting modeling tools are reviewed and applied in individual and group projects. Discusses data as an organizational resource in the context of total quality management. Oracle is used extensively in a client/server environment. Topics include data analysis, database models, database management systems, CASE tools for data modeling, data manipulation particularly through SQL, storage allocation, and transaction design. The relevance of data as a resource and its relationship to other components of the organization are reviewed.
Prerequisites: MSIS 110 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

MSIS 414
Computer Networks for Management
Familiarizes students with the rapidly evolving technology in the areas of data, video, and voice communication. The course studies managerial issues relating to the use and management of advanced communication technology. Students learn how to exploit the technology for business purposes such as producing innovative services, improving quality, reducing cost, and providing real-time customer service. The relevance of Internet use in business applications is

Department of Management Science and Information Systems

demonstrated. HTML is used to illustrate the development of Internet applications. The course helps develop an ability to manage such new technologies as ISDN, advanced intelligent networks, multimedia, fiber optics, and virtual networks towards goals such as growth and portability.
Prerequisites: MSIS 110 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

MSIS 415
Object Oriented Programming for Business
Introduces students to the concept of object oriented programming (OOP), a relatively new method of software design and implementation. OOP and procedural programming are different from the viewpoint of design. The course covers several such major concepts in OOP as abstract data type, class, object, encapsulation, inheritance and polymorphism. Comparisons between programming approaches are made, but emphasis is given to the practical application of OOP to current business programming problems. Java is used to illustrate the concepts covered in class.
Prerequisites: MSIS 310 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

MSIS 416
Object Oriented Information Systems
Provides a review of systems development principles with an object orientation as they relate to the analysis and design of database applications, knowledge base systems, and object-oriented programming. The course critically evaluates alternative approaches to information systems development and highlights the integrative nature of object oriented principles. The JAVA programming language is used extensively to illustrate the characteristic properties of current object oriented programming techniques such as encapsulation, inheritance, and polymorphism.
Prerequisites: MSIS 415 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

MSIS 422
Decision Support Systems and Groupware
Introduces students to the use of decision support systems (DSS) when confronted with structured, semi-structured, and ill-structured problems. The course presents DSS components, supporting technologies, and design methodologies. It also emphasizes the fundamental concepts and terminologies in the fields of decision support systems, group decision support systems, and executive information systems. Windows-based tools are used to demonstrate the interaction between quantitative methods, such as simulation, and computer technology to solve business problems and answer "what-if" type questions. Students will also explore the use of powerful groupware tools that support computer-mediated team work.
Prerequisites: MSIS 110, a minimum of 60 credits, and one of the following: MSIS 111, MATH 125, ECON 205, PSYCH 270, SOCIOL 350.
3 Lect Hrs, 3 Credits

MSIS 425
Project Management
Covers techniques and managerial concepts of project management. This course prepares students to manage either complex physical projects or complex software development projects. Topics presented in this course include project life cycles, economic analysis of projects, work breakdown structure, cost estimation, and the scheduling, staffing, directing, and controlling of projects. The course also covers the use of management science techniques and computer software for project management.
Prerequisites: MSIS 110 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

MSIS 426
e-Business and e-Commerce Infrastructure
e-Business and e-Commerce are essential parts of doing business today. Electronic Business is the use of computer-mediated networks for any process conducted by an organization (for-profit or otherwise). Electronic Commerce refers to e-Business processes that involve the transfer of ownership or rights for goods or services. Through lectures, case analyses and lab exercises, students will experience the technologies allowing alignment of Web with business priorities. Topics include development of e-Commerce Web sites, implemented through packaged solutions or their creation, using markup languages such as HTML and XML, scripting languages, database, security, and online payment technologies.
Prerequisites: MSIS 110 and a minimum of 60 credits. CM students only.
2 Lect Hrs, 1 Lab Hr, 3 Credits

MSIS 427
Knowledge Management: Competing in the Knowledge Economy
Knowledge is increasingly becoming the most important asset in many organizations. The discipline of Knowledge Management involves developing processes to generate value using intellectual assets. This course introduces students to the concepts and practice of Knowledge Management, including the use of current knowledge management technologies. The focus of the course will be on the issues that concern the design and use of knowledge management systems, including technological, organizational, and political aspects.
Prerequisites: MSIS 309 or 310 and a minimum of 60 credits. CM students only.

MSIS 428
Information Systems Security
This course provides a broad overview of the threats to the security of information systems, the responsibilities and basic tools to ensure information security, and the levels of training and expertise needed in organizations to reach and maintain a state of acceptable security. Students will learn and understand the key issues associated with protecting information assets, determining the levels of protection and response to security incidents, and designing a consistent, reasonable information security system, with appropriate intrusion detection and reporting features.
Prerequisites: MSIS 110 and a minimum of 60 credits. CM students only.

MSIS 430
International Information Management
The course gives students an understanding of the international information and software industry in the context of international production of goods and services. The course discusses the historical background and evolution of the international software industry and then analyzes the information and software industry, markets, and users. It will enable students to analyze the international organization of software focusing on the creation, sourcing, consumption and regulation of software systems. The course provides conceptual frameworks and practical experiences for understanding the complexity in managing in and with the new international software industry.
Prerequisites: MSIS 110 and a minimum of 60 credits. CM students only.

Department of Management Science and Information Systems

MSIS 450
Applied Operations Management: Domestic and Global
Focuses on production and manufacturing issues for both services and manufacturing, and includes in-depth discussions of aggregate planning, inventory control and manufacturing systems. The course also covers the problems and possibilities that come from global operations.
Prerequisites: MSIS 212, MSIS 301, and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

MSIS 452
Quality Management
Examines approaches for planning and managing for quality within any organization, and the necessary tools for the analysis of quality problems. The course uses a total quality management framework; topics include statistical quality control concepts and tools, design and implementation of enterprise-wide quality programs, quality assurance for both manufacturing and service organizations, the economics of quality control, continuous process improvement, and employee-customer involvement.
Prerequisites: MSIS 110, a minimum of 60 credits, and one of the following: MSIS 111, MATH 125, ECON 205, PSYCH 270, SOCIOL 350.
3 Lect Hrs, 3 Credits

MSIS 454
Supply Chain Management
This course teaches the leading-edge tools and techniques that enable the management of an organization to create sustainable profitable growth by managing the entire supply chain. A supply chain consists of suppliers, manufacturing centers, warehouses, distribution centers, and retail outlets. Supply chain management involves the full synchronization of market demand with flows of materials, information, other resources, and finished products through the entire system of raw materials to retail. The goal of supply chain management is to ensure that merchandise is produced and distributed at the right quantities, to the right locations, at the right time, satisfying service-level requirements while minimizing system-wide costs. Use is made of mathematical and information systems modeling techniques for supply chain management.
Prerequisites: MSIS 301 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

MSIS 455
Decision Analysis
In this course, students will learn to make better decisions and help others to make better decisions across the range of business functions. This interactive course covers a range of qualitative and quantitative techniques that together ensure a decision quality process. These include tools for: defining the right decision context, classifying the relevant issues, identifying and clarifying what is known and not known, investigating the potential impact of uncertainty and how to handle it, generating alternatives, valuing potential outcomes, and committing to action. These techniques are applied in different organizational settings and to a variety of types of business problems.
Prerequisites: MSIS 212 and a minimum of 60 credits. CM students only.

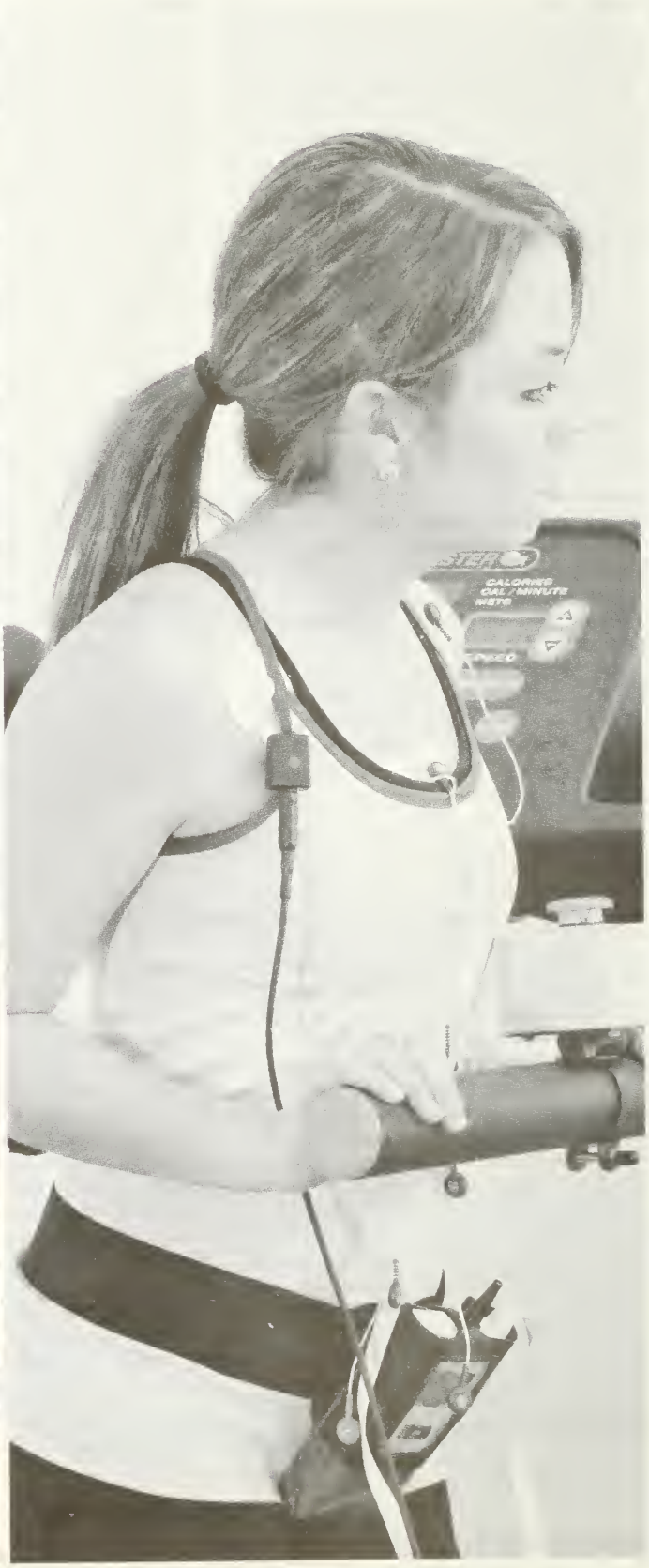
MSIS 461
Systems Analysis and Design
Introduces recent approaches to the analysis and design of computer information systems, including the hands-on use of computer aided software engineering (CASE) tools. The changing role of the systems analyst in both operations and systems applications in today's organizations is examined. The course critically analyzes systems development methodologies, including life cycle models and prototyping; reviews user-led developments and current approaches which facilitate user-developer collaboration; discusses effective diagramming and notational techniques now available to define and document functional requirements and operational business processes; and examines current methods used to test and evaluate the accuracy, completeness, and usability of documented requirements and convert them into efficient systems design or re-engineering processes. Topics include CASE tools, module and transaction design, human-computer interfaces, and system configuration. This course includes practical experience in analyzing and designing an organizational application. It discusses the concept of quality as applied to information systems and business process redesign as well as the role of information systems in managing quality within an organization.
Prerequisites: MSIS 110 and a minimum of 60 credits. CM students only.
3 Lect Hrs, 3 Credits

MSIS 478
Special Topics in Management Science and Information Systems
Addresses a specific topic in management science and information systems. Special topics courses are offered as one-time supplements to the department's curriculum. Descriptions of special topics courses are available during advance registration.
Prerequisites: MSIS 301 or MSIS 310 and a minimum of 60 credits. Permission of instructor. CM students only.
3 Lect Hrs, 3 Credits

MSIS 480
Management Science and Information Systems Internship
Provides students with opportunities for full- or part-time work experience in a management science and information systems setting. On-site supervisors and faculty sponsors provide guidance and supervision for each intern.
Prerequisites: 75 credits, 21 credits in management core, one concentration course, 2.5 GPA, and permission of internship coordinator and undergraduate program director. CM students only.
3 Credits

MSIS 488
Independent Study
A student-initiated research project on a management sciences topic, supervised by a member of the management sciences faculty. The course is open to a limited number of students each semester.
Prerequisites: Permission of instructor and a minimum of 60 credits. CM students only.
3 Credits, Hrs by arrangement

College of Nursing and Health Sciences



COLLEGE OF NURSING AND HEALTH SCIENCES

ADMINISTRATIVE OFFICERS

Greer Glazer, PhD	Dean
Marion E Winfrey, EdD	Associate Dean
James Auciello, MBA	Assistant Dean, Administration and Finance
John Mascetta, MEd	Director of Student Services
Judith Healey-Walsh, MS	Director, Center for Clinical Education and Research

DEPARTMENT CHAIRS AND PROGRAM DIRECTORS

	Department of Nursing, Chair
Laurie Milliken, PhD	Department of Exercise and Health Sciences, Chair
Laura Hayman, PhD	PhD Program Director, Nursing
Karen Dick, PhD	Graduate Program Director, Nursing
JoAnn Mulready-Shick, EdD, CNE	Undergraduate Program Director, Nursing
Kathleen Polley, MSN	RN-to-BS Program Director
Patrick Dwyer	Program Director, Exercise and Health Sciences

The College

The College of Nursing and Health Sciences (CNHS) offers undergraduate programs leading to a bachelor of science degree in nursing, and a bachelor of science degree in exercise and health sciences (EHS). The nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE). The program admits registered nurse students (RN), students with no previous nursing education, and students with a previous bachelor's degree (PreLicensure), and accommodates full-time and part-time study.

The bachelor of science program in nursing offers qualified men and women an education in which nursing is viewed as a caring profession grounded in nursing theory, science and research, complemented by a sound arts and humanities foundation.

Students in the College's Exercise and Health Sciences Department receive an education combining the liberal arts with the technical aspects of professional disciplines. Graduates are equipped with a strong scientific background and the professional skills necessary to pursue careers in exercise and health sciences.

Student representatives are voting members on all College of Nursing and Health Sciences committees. A very active Student Nurses Association (SNA) runs a successful mentoring program. The collegiality and professionalism that develops in our students makes them respected and knowledgeable professionals prepared for the challenges of a career and graduate education.

Mission and Goals

The mission of the College of Nursing and Health Sciences is to educate professionals who are prepared to meet the nursing and exercise and health science needs of the citizens of Boston, the Commonwealth of Massachusetts, and the global community. We acknowledge a particular responsibility to address the needs of urban populations. The College develops and disseminates knowledge, and contributes service related to the disciplines of nursing and exercise and health sciences. The faculty, administration, staff and students of the College contribute to the realization of the mission by assuring the following:

1. Provide access to education in nursing and exercise and health sciences for students from diverse backgrounds.
2. Promote excellence and innovation in teaching, service and scholarship.
3. Provide public service related to nursing and exercise and health sciences.
4. Contribute to the economic development of the Commonwealth by helping to meet the health care industry's need for well-educated and highly skilled nurses and exercise and health science professionals.
5. Improve the quality of life of individuals, families and communities by fostering good health and fitness, and by influencing health care policy.
6. Prepare graduates for participation in society as educated, socially responsible individuals.
7. Prepare graduates of the Bachelor of Science Program in Nursing for:
   - entry into professional nursing practice
   - master's level study in nursing
8. Prepare graduates of the Bachelor of Science Program in Exercise and Health Sciences for:
   - entry into the professions of exercise physiology, fitness management and healthcare
   - master's level study in the discipline of exercise and health sciences
9. Prepare graduates of the Master of Science Program in Nursing for:
   - leadership roles as clinical nurse specialists and nurse practitioners, with advanced clinical preparation in family, adult, and gerontological nursing
   - doctoral level study in nursing.
10. Prepare graduates of the PhD in Nursing Program for leadership roles as health policy analysts, educators, and scholars.

NURSING PROGRAM

Bachelor of Science in Nursing

The bachelor of science degree awarded to graduates of the program is recognized by professional nursing organizations as the degree for entry into professional practice. UMass Boston nursing graduates are prepared to work with individuals, families, and groups in homes and neighborhoods, as well as in a wide variety of hospital and community settings to foster, promote, maintain, and restore health. They are also prepared for further study at the graduate level. Nursing graduates of the College of Nursing and Health Sciences are prepared to take the National Council Licensure Examination (NCLEX) as a Registered Professional Nurse (RN).

At the College of Nursing and Health Sciences, students work with faculty members distinguished for their achievements as educators, scholars, and practitioners—dedicated men and women involved in the continual development of their own and their students' professional and intellectual interests. Many are conducting research in such areas as quality of life, health policy, and health care issues addressing urban populations. Faculty are also actively involved in service projects at the local, state, regional, national and international levels.

General Academic Requirements

After admission to the nursing major each student is assigned a faculty advisor. Students are required to review their program of study with their faculty advisors each semester in order to register for the next sequence of courses. They are also encouraged to meet regularly with their faculty advisors, who will guide them through their academic program. Specific academic requirements and policies may be found in the latest issue of the College of Nursing and Health Sciences Undergraduate Student Handbook, available at the College office or online at www.cnhs.umb.edu.

The College of Nursing and Health Sciences requires 123 credits for graduation as a nursing major (120 credits for the RN-BS program). Because each semester of the curriculum is built upon prior learning, courses in the nursing major (all required nursing and non-nursing courses, with the exception of electives) must be taken in sequential order.

Students must also pass the Writing Proficiency Requirement before taking junior-level courses. For more information about this requirement, please see "Graduation Requirements" in the College of Liberal Arts and College of Science and Mathematics section of this publication.

Admission and Progression Requirements for PreLicensure Undergraduate Nursing Majors

Nursing students are required to maintain a minimum GPA of 2.5 or higher each semester to progress in the nursing major, and to receive a grade of at least a "C+" (2.30 or 77%) in all required science and nursing courses. No required science or nursing course may be taken pass/fail. A grade of "C" or below in any required science or nursing course is considered a failing grade. For all other required courses a grade of "C-" or below is considered a failing grade. In nursing courses with two components, theory and clinical, each component must be successfully completed. A student failing the course must repeat both components. A student will receive an academic warning if s/he receives a grade of "C" or less in one required science or nursing course; and/or demonstrates a pattern of withdrawal from required courses. The conditions of the academic warning are determined by the College of Nursing and Health Sciences Student Affairs Committee based on a review of the student's record.

Failure to successfully repeat a required science or nursing course, or failure of a second required science or nursing course will result in dismissal from the program. In addition, a student who withdraws from more than two nursing or required science courses may be dismissed from the program. Students may appeal dismissal through a procedure outlined in the College of Nursing and Health Sciences Undergraduate Student Handbook.

General Education Requirement

Nursing students must complete the following distribution courses to meet the university's General Education requirement: four in Natural Sciences (BIOL 207, 208, 209 (BIOL 111 is a prerequisite for these courses); and a four-credit lab chemistry course; any combination of two in Arts (AR) and/or Humanities (HU); any combination of two World Languages and/or World Cultures (WL or WC); and one Social and Behavioral Sciences (SB) (SOCIOL 101 or PSYCH 100 or 101).

Students must also complete

- one year of freshman composition (ENGL 101 and 102),
- NURSNG 212, and
- a statistics course.
- Students matriculating with fewer than 30 credits will be required to complete, in addition to the above, a First-year Seminar. To meet this requirement, nursing students are encouraged to take NURSNG G107 (Understanding HIV Disease). Any other First-year Seminar, however, may also be taken to meet the requirement. A complete list of these courses can be found in the "First-year and Intermediate Seminars" section of this publication.

University Honors Program

The University Honors Program offers the academically talented student special challenges and opportunities. For complete information, see the "University Honors Program" section of this publication.

Diversity Requirement

Nursing students meet the university's diversity requirement through the integration of diversity concepts and practices into many required nursing courses.

Center for Clinical Education and Research

The Center for Clinical Education and Research provides CNHS students with the opportunity to practice clinical skills and simulated learning experiences designed to support their academic learning. The center is well equipped with audiovisual materials, computer-assisted programs, and simulation labs. Tutors are available to provide additional or special instruction.

Office of Academic Support Programs

This office offers a comprehensive array of programs designed to enable students to succeed in their studies. The focus of the office is on academic skills instruction and tutorials for non-nursing courses, but students are also invited to seek assistance here with any problems that affect their academic careers. Office location: CC-1-1300; 617.287.6550.

Academic Advising

Professional staff are available to complement faculty advising and are responsible for orientation of new students, assistance with students' academic progression decision-making, and student scholarship support.

Nursing Program

Clinical Clearance Requirements

Before beginning clinical nursing courses, all nursing students are required to present documentation of certain immunizations and certifications to CNHS even if previously submitted to University Health Services:

1. two MMR vaccinations or a positive measles and rubella titer
2. completion of the Hepatitis B vaccine series upon acceptance into nursing
3. positive varicella titer indicating immunity or documentation of having taken the varicella vaccine
4. a tetanus/diphtheria (T/D) injection obtained within the last ten years
5. a negative TB test annually or, if the test is positive, documentation of a chest x-ray within the last five years, and a letter from a physician stating contagion status
6. CPR Certification: American Heart Association CPR for Health Care Provider, valid every two years, is the only acceptable certification
7. Proof of Health Insurance annually
8. For RNs only, evidence of current unrestricted Massachusetts licensure
9. Other agency-specific requirements that may apply

Criminal Offender Record Information (CORI)

To ensure public safety and to avoid unacceptable risk to vulnerable populations, nursing students submit to a CORI check every semester in order to qualify for clinical placement. Students are required to give permission to their assigned clinical agencies and CNHS to seek this background information. The Commonwealth has established stringent criteria that disqualify an individual with certain criminal convictions from working or studying in a health care agency or from taking the licensure exam. A clinical disqualification means that a student would be unable to successfully complete required clinical nursing courses.

Bachelor of Science Curriculum for Pre-Licensure Students

The College of Nursing and Health Sciences offers undergraduate students a challenging and carefully organized program of study that addresses both the theoretical and the clinical aspects of nursing. Full-time undergraduate students can complete the program in four academic years, a total of eight semesters.

Five semesters of clinical nursing courses require students to spend six to eight hours per day, one to two days a week at a health care agency. Many clinical courses require students to obtain their clinical assignment the day before the scheduled clinical time to insure quality preparation for their clinical assignment. Additional related expenses incurred by students include uniforms, transportation, parking, lab and assessment exam fees, fees associated with pinning and licensure, and the cost of obtaining clinical clearance documentation (see the section "Clinical Clearance Requirements" above).

The nursing program is very time intensive due to clinical and class assignments. Students are strongly advised to limit employment to fewer than 20 hours per week. Working more than 20 hours per week may result in academic jeopardy.

Please note: Due to agency availability and clinical clearance requirements, satisfactory fulfillment of admission criteria does not guarantee admission or immediate matriculation into the clinical nursing courses in the College of Nursing and Health Sciences. This applies to freshman, transfer, and inter-college/second degree transfer applicants.

First Semester		***Credits***
ENGL 101	Freshman English I	3
NURSNG 107G[1]	First Year Seminar	4
EHS 150	Nutrition for Health & Sport	3
BIOL 207[2]	Anatomy and Physiology I	4
Elective[3]		3
Second Semester		
ENGL 102	Freshman English II	3
CHEM 130[4]	Physiological Chemistry	4
SOCIOL 101	Introduction to Sociology	3
BIOL 208	Anatomy and Physiology II	4
Arts/Humanities	Elective	3
Third Semester		
BIOL 209[2]	Medical Microbiology	4
NURSNG 212	Health Promotion and Teaching (Intermediate Seminar)	3
NURSNG 230	Life Span Growth and Development	3
World Languages/World Cultures Elective		3
Statistics: Students may take any one of the following six courses:		
ECON 205	Statistical Methods	3
MSIS 111	Managerial Statistics	3
MATH 125	Introductory Statistics	3
PSYCH 270	Statistics	3
SOCIOL 270	Elements of Social Statistics	3
EHS 280	Statistics for Health Professionals	3
Fourth Semester		
NURSNG 201	Pathophysiology	3
NURSNG 220	Health Assessment	4
NURSNG 226	Introduction to Nursing Practice	6
NURSNG 320	Research	3
Writing Proficiency Requirement—Prerequisite for NURSNG 310		
Fifth Semester		
NURSNG 310	Adult Health I	9
NURSNG 314	Pharmacology	3
World Languages/World Cultures Elective		3
Sixth Semester		
NURSNG 335	Maternity and Women's Health Nursing	6
NURSNG 345	Mental Health Nursing	6
NURSNG 332	Legal, Ethical, and Health Policy Issues	3
Seventh Semester		
NURSNG 430	Nursing in the Community	6
NURSNG 435	Nursing Care of Children	6
Arts/Humanities	Elective	3

Nursing Program

Eighth Semester

NURSNG 455	Nursing Synthesis and Capstone	9
NURSNG 440	Nursing Leadership and Management	2
NURSNG 450	Preparation for Professional Licensure and Practice	1

Total Credits: 123

[1] Students are encouraged to take NURSNG 107G, but may take any other 100G-level course.

[2] Please note: BIOL 111 General Biology or the equivalent is a prerequisite for BIOL 207, 208, and 209 (may be a corequisite for BIOL 207).

[3] NURSNG 312 Healthcare Informatics is also encouraged as an electives.

[4] Upon entry all students must take the math and english placement exams. Chemistry requires strong math skills. Many statistics courses require MATH 114, College Algebra or placement into statistics; check catalog for specific requirements.

Required Exams

Upon admission to the nursing major all students are required to take the Math B and English placement exams. Generic students are also required to successfully pass standardized exams and competencies as directed by the College of Nursing and Health Sciences.

Examinations for Course Credit

CLEP Examinations: Options for All Nursing Students

Nursing students may satisfy certain program requirements by attaining a score at the 50th percentile or better on the following CLEP examinations:

CLEP Examination	*Credits*	*In Lieu of*
General Biology	4	BIOL 111
Introductory Sociology	3	SOCIOL 101
English	3	ENGL 101
Humanities	6	Two CLA Humanities Electives

More information on CLEP Examinations is available from the University Advising Center at 617.287.5500.

Please note: Graduation requirements stipulate that students must complete a minimum of 30 residency credits at UMass Boston. The above CLEP and NLN exams for course credit are not considered residency credits.

Admission

Applicants for admission to the university and to the College of Nursing and Health Sciences are encouraged to apply as early as possible to UMass Boston's Office of Undergraduate Admissions. Consideration for admission to the PreLicensure bachelor of science degree program in nursing requires a minimum overall GPA of 2.75 and an academic record indicating a strong background in mathematics and the natural and social sciences. SAT or ACT scores must be submitted by students seeking admission as freshmen, unless these students have been out of high school for three or more years.

Transfer Student Applicants

Students wishing to be considered for admission into UMass Boston's College of Nursing and Health Sciences' pre-licensure bachelor of sciences degree programming in nursing must have earned their transferable credits from an accredited college or university and have a minimum overall GPA or 2.75 or better and an academic record indicating a strong background in mathematics and the natural and social sciences. Please note that a GPA of 2.75 or better does not guarantee an applicant's acceptance.

Transfer students may be awarded credit for courses taken at other institutions if the courses are comparable to UMass Boston courses and if they have been completed with a grade of "C" or better.

Transfer credit for the required science courses, however, is awarded only for courses with a grade of "C+" (2.3 or 77%) or better and taken within ten years of matriculation into the College of Nursing and Health Sciences. A grade of "C+" (2.3 or 77%) or better must also be achieved for a nursing course to be considered for transfer credit. After a student has matriculated into the nursing major they must take all nursing courses at CNHS.

Of the 123 credits required for graduation, a minimum of thirty must be earned in residence at UMass Boston. Upon matriculation into the nursing major a student must take all nursing courses at CNHS. Students may, however, request transfer of a limited number of non-clinical nursing course credits from another accredited collegiate institution prior to matriculation by petitioning the College of Nursing and Health Sciences. Second Degree UMB students must complete an additional thirty residential credits. A student who has matriculated into the nursing major must take all nursing courses at CNHS.

Inter-College Transfer Students and Second UMB Degree Applicants

Students who have an earned bachelor's degree from UMass Boston (Second UMB Degree Students), or who are enrolled in another college at UMass Boston, may apply for admission consideration to the College of Nursing and Health Sciences through the Inter-College Transfer/Second Degree UMB process. As with all candidates for admission consideration, Inter-College Transfer and Second UMB Degree Applicants should have an academic record indicating a strong background in mathematics and the natural and social sciences. Inter-college/second UMB degree transfer of credit to the College of Nursing and Health Sciences may be accepted if the courses are similar in content to those at the College and if they have been completed with a grade of "C" or better. Transfer credit for the required science courses, however, is awarded only for courses with a grade of "C+" (2.3 or 77%) or better and taken within ten years of matriculation into the College of Nursing and Health Sciences. A grade of "C+" (2.3 or 77%) or better must also be achieved for a nursing course to be considered for transfer credit. After a student has matriculated into the nursing major they must take all nursing courses at CNHS.

Criteria for Inter-College transfer admission consideration to the College of Nursing and Health Sciences include:

- A completed Inter-College Transfer Application.
- A minimum of 12 credits completed at UMass Boston with a minimum GPA of 2.75 or better (exclusive of ESL, OCAS, CRW, or MATHSK courses) will be considered
- One laboratory science course completed at UMass Boston with a grade of "C+" (2.3 or 77%) or better
- No more than one required science course with a grade less than "C+" (2.3 or 77%) completed at UMass Boston
- Submission of transcripts from all colleges and universities attended, including UMass Boston

Nursing Program

Criteria for Second UMB Degree Student admission consideration to the College of Nursing and Health Sciences include:

- A completed Second UMB Degree Student application
- A minimum GPA of 2.75 at UMass Boston will be considered
- Submission of transcripts from all colleges and universities attended, including UMass Boston.

Student Handbook

For more information about College programs, policies and procedures, please refer to the *College of Nursing and Health Sciences Undergraduate Nursing Student Handbook* at www.cnhs.umb.edu, which delineates all College of Nursing and Health Sciences policies and procedures, including

- all clinical requirements (uniform purchase, dress, and conduct; specifics for clinical clearance items);
- learning resources, tutoring, and scholarship information;
- student associations and activities;
- class representative and class officer responsibilities;
- participation in College of Nursing and Health Sciences committees;
- academic progress policies;
- appeal and readmission procedures;
- CORI (Criminal Offender Record Information) and other agency-specific requirements.

Accelerated Option

The undergraduate nursing program also offers an accelerated option leading to a bachelor of science in nursing for students who already possess a baccalaureate degree in another discipline from an accredited school. This program of study takes place over a fifteen-month calendar year. Each summer session, a new cohort of students will begin. This very competitive admissions process considers students who have completed all of the prerequisites prior to application to the program. This intensive program combines online, blended, and face-to-face classes. Applicants will be required to make a full-time commitment to their studies while attending the program. Prior to application to the program, students must have completed the following prerequisites: Anatomy and Physiology I & II (8 cr.); Microbiology (4 cr.); Statistics (3 cr.); Growth and Development through the Lifespan (3 cr.); Nutrition (3 cr.); social behavioral science elective (psychology or sociology). To view the course descriptions for the above courses, please visit www.cnhs.umb.edu and select "Academic Programs" then select "Accelerated Option." There is a ten-year limit on the age of science courses and no time limit on other general education courses.

Accelerated Option Program of Study

Summer Session I

NURSNG 220	Health Assessment	4 credits
NURSNG 350	Introduction to Professional Nursing	3 credits
NURSNG 351	Nursing Process and Skills	6 credits
NURSNG 353	Pathophysiology and Pharmacology in Nursing	4 credits
		Total: 17 credits

Fall Session

NURSNG 310	Adult Health Nursing	9 credits
NURSNG 320	Nursing Research	3 credits
NURSNG 345	Mental Health Nursing	6 credits
		Total: 18 credits

January Intersession

NURSNG 335	Maternity and Women's Health Nursing	6 credits
		Total: 6 credits

Spring Session

NURSNG 332	Legal, Ethical and Health Policy Issues	3 credits
NURSNG 430	Nursing in the Community	6 credits
NURSNG 435	Nursing Care of children	6 credits
		Total: 15 credits

Summer Session II

NURSNG 455	Nursing Synthesis and Capstone	9 credits
NURSNG 456	Leadership and Professional Practice	3 credits
		Total: 12 credits

Nursing Credits Total: 68 Credits. Students are awarded 57 block credits for prior baccalaureate degree.

Bachelor of Science Curriculum for RN-to-BS Students

The Online RN-to-BS Program is open only to nurses holding a current unrestricted United States license to practice as Registered Nurse (RN). This unique collaboration between the College of Nursing and Health Sciences and the Division of Corporate, Continuing and Distance Education (CCDE) of the University of Massachusetts Boston maximizes accessibility and convenience for highly motivated, independent professionals. Most course activities are completed online, in the student's place of employment, or in the community. On-campus activities include a technology orientation prior to the start of the online nursing courses. Students may also be asked to come to campus at the end of NURSNG 360, NURSNG 361 and NURSNG 462. Applicants from outside of the greater Boston area may contact the program office to discuss arrangements for completing these requirements off-campus. The program is accredited by the Commission of Collegiate Nursing Education.

General Academic Requirements

Newly admitted students meet with the Online RN-BS Student Affairs Specialist. Students join a cohort that completes the program in five semesters during the **summer, fall, and spring terms**. An orientation to the online technology used in course delivery is offered to maximize student success. General education and elective course requirements may be satisfied at any time prior to graduation through the Division of Corporate, Continuing, and Distance Education with online courses, if available, or (**with prior approval**) at another accredited college or university.

Students are expected to adhere to all other undergraduate academic requirements and policies found in the latest issue of the *College of Nursing and Health Sciences Student Handbook,* available at the College office or online at www.cnhs.umb.edu, and this catalog. This includes, among others, Required Exams, Examinations for Course Credit, and Clinical Clearance and Criminal Offender Record Investigation policies.

Graduation requirements stipulate that students must complete a minimum of 30 residency credits at UMass Boston. CLEP and NLN exams for course credit are not considered residency credits.

Nursing Program

Progression Requirements for RN-to-BS Program Majors

Once matriculated into the Online RN-to-BS Program, the academic standards are the same for all baccalaureate candidates whether RN-to-BS or Pre Licensure. To complete this 120-credit baccalaureate degree program, RNs are required to maintain a GPA of 2.3 or higher, and to receive a grade of at least a C+ (2.3 or 77%) in all required nursing courses. No required nursing course may be taken pass/fail. A grade of C- or below is considered a failing grade. A student will receive an academic warning if he or she receives a grade of C or less in a nursing course, OR demonstrates a pattern of withdrawal from required courses. The conditions of the academic warning are determined by the College of Nursing and Health Sciences Student Affairs Committee based on a review of the student's record.

Failure to successfully repeat a nursing course or failure in a second nursing course may result in dismissal from the College. Students may appeal dismissal through a procedure outlined in the College of Nursing and Health Sciences Student Handbook

Bachelor of Science Curriculum for RN-to-BS Students

	Credits
English I and II	6
Anatomy and Physiology I and II[1,2]	8
Microbiology[1,2]	4
Growth and Development	3
Social and Behavioral Science Elective	3
Statistics	3
EHS 280 or equivalent	
Pharmacology[2]	3
Nutrition[2]	3

[1] There is no time limit for accepting natural science transfer credit.

[2] May be met by scoring at the 50th percentile or higher on an NLN achievement test.

Upon license verification students will receive 42 credits for courses completed in their prior nursing program.

NLN Examinations for Course Credit: For RN Students Only

NLN Exams may only be taken by Registered Nurses to satisfy certain program requirements. Students must obtain a score at the 50th percentile or better on the NLN Examinations. The following NLN Examinations are offered:

NLN Examination	*Credits*	*In Lieu of*
Anatomy and Physiology	8	BIOL 207-208
Microbiology	4	BIOL 209
Pharmacology	3	NURSNG 314
Nutrition and Diet Therapy	3	EHS150

More information on NLN Examinations is available from the College of Nursing and Health Sciences website at www.cnhs.emb.edu. Select "Academic Programs," then select "Online RN-BS." Click on "NLN Exams."

NURSNG Courses—Year I	***Credits***
NURSNG 360 (Professional Issues in Nursing)	6
NURSNG 361 (Health Assessment and Promotion)	6
NURSNG 362 (Nursing Research and Informatics)	6

NURSNG Courses—Year II

NURSNG 461 Community Health Nursing[4]	6
NURSNG 462 Legal, Ethical, and Health Policy	6

Students must successfully complete the Writing Proficiency Evaluation (WPE) prior to enrolling in NURSNG 461. The requirement may be met through an on-campus examination or by submitting a portfolio; please see WPE section of this catalog.

The Community Health Nursing course includes a 40-hour clinical practicum.

University General Education Requirements

- World Culture and Language 6 credits
- Arts and Humanities 6 credits
- Electives 7 credits

May be met any time prior to completion of the program.

Chemistry is strongly recommended as an elective for students planning to apply to a nurse practitioner program.

Criteria for Admission

Applicants for admission to the Online RN-to-BS Program are encouraged to apply for admission for the fall, spring, or summer semester. Criteria for admission include:

- Current unrestricted United States license to practice as Registered Nurse (RN)
- GPA of 2.75 or better
- The following college courses or CLEP credits:
  - English I and II 6 credits
  - Anatomy and Physiology I and II 8 credits
  - Microbiology 4 credits
  - Growth and Development 3 credits
  - Social and Behavioral Science elective 3 credits

Transfer Credits

Up to 90 transfer credits may be accepted. There is no time limit on accepting science courses. Forty-two credits will be awarded in recognition of having completed a registered nurse program and passing the National Licensure Examination for Registered Nurses (NCLEX-RN).

Technology Requirements

- Pentium III PC or G3 MAC with 256k memory
- 56k Internet Service Provider
- Internet Explorer 6.0 or Netscape 6.0 is required (AOL and MSN Explorer do not work)
- Microsoft Office, including MS Word, MS PowerPoint, MS Excel

All three of the following free software programs are required to utilize chat and video streaming:

- Shockwave Player: available at http://www.macromedia.com/software/shockwaveplayer
- Real Player: available at www.real.com/realone
- Acrobat Reader: available at www.adobe.com

Nursing Program

Nursing Courses

Nursing (NURSNG) courses are open only to nursing majors, with the exception of those designated as General Education ("G") courses.

Please note: Nursing courses must be taken sequentially, as outlined in the programs of study.

NURSNG 107G
Understanding HIV Disease
For a complete description of this course, see "First-year and Intermediate Seminars" section of this publication.

NURSNG 163
Stress Management
This course is designed to provide information and experience to help students better manage their own stress and, for those entering the helping professions, develop skill in sharing stress-management skills with others. The main focus will be on understanding how our thinking creates our experience, and on practicing use of the three steps to change: (1) being aware of our thinking; (2) making choices about our thinking; and (3) following the choices we make. In addition, each student, in teams of two, will make a presentation on a stress-relieving activity.
Prerequisites: None.
1 Lect Hr (7 weeks), 1 Credit

NURSNG 201
Pathophysiology
This course deals with alterations in the normal physiology of body structures. Discussion of the normal state is followed by the description of physiological changes that result in the symptoms of disease. Topics include the various body systems, such as cardiovascular, renal, respiratory, and endocrine.
Prerequisites: ENGL 101, 102; First-Year Seminar; Nutrition; SOCIOL 101; CHEM 130; BIOL 207, 208, 209; NURSNG 212, NURSNG 230;Statistics; one Arts/Humanities and one World Culture/World Languages.
Corequisites: NURSNG 220 and 226.

NURSNG 212
Health Promotion and Teaching
This general education course introduces students to the principles and practices of health promotion and health education. Students analyze environmental, sociocultural, economic, legal and interpersonal variables affecting individual health behaviors and outcomes. The influence of relationships among individuals, health care providers, and the health care system on health outcomes is evaluated. The course considers dominant models, theories, and perspectives used to explain health behavior in relation to evidence-based health promotion and health education strategies. Emphasis is given to effective communication skills. NURSNG 212 is the only course that will satisfy the CNHS Intermediate Seminar requirement for nursing majors.
Prerequisites: All 100-level courses, including ENGL 101, 102, and First-Year Seminar.

NURSNG 220
Health Assessment (generic/ accelerated)
This foundational nursing course focuses on health assessment in professional nursing practice for health promotion and disease prevention across the lifespan. This course emphasizes clinical reasoning development and effective written and oral communication and information technology skill development in health assessment. Cultural, spiritual, and family assessments from multiple theoretical perspectives are considered. Patient assessment in chronic illness and the older adult population and issues of genetics and literacy are also explored.
Prerequisites (generic): ENGL 101, 102; First-Year Seminar; Nutrition; Social and Behavioral Science; Chemistry with lab; BIOL 207, 208; Microbiology with lab 209; NURSNG 212, NURSNG 230, Statistics; one Arts/Humanities, one World Culture/World Languages, and one free elective.
Corequisites (generic): NURSNG 201, 226, and 320.
Corequisites (accelerated): NURSING 350, 351, and 353.
3 Lect Hrs, 2 Lab Hrs/Wk, 4 Credits

NURSNG 226
Introduction to Nursing Practice (generic)
This first clinical course provides the basis for the acquisition and development of the knowledge, skills, and attitudes foundational to the art and science of professional nursing practice. This course emphasizes critical thinking, communication, collaboration, and evidence-based practices integrated throughout the nursing process. Application of cognitive, affective, and psychomotor skills required for safe, effective, compassionate, and culturally congruent patient care delivery is stressed in class, lab, and subacute and acute clinical settings, with particular attention to the needs of older adults.
Prerequisites (generic): ENGL 101, 102; First-Year Seminar; Nutrition; Social and Behavioral Science; Chemistry with lab; BIOL 207, 208; Microbiology with lab 209; NURSNG 212, NURSNG 230, Statistics; one Arts/Humanities, one World Culture/World Languages, and one free elective.
Corequisites (generic): NURSNG 201, 220, and 320
3 Lect Hrs, 6 Lab/Clinical Hrs/Wk, 6 Credits

NURSNG 230
Life Span Growth and Development
This course is designed to examine theories and concepts of normal growth and development. Ranges in human growth, development and behavior for each stage throughout the life cycle, birth through death, are emphasized. The course explores the influence of family, society and culture on health maintenance behaviors and perceived health needs for each developmental stage.
3 Lect Hrs, 3 Credits

NURSNG 280
Transition to Baccalaureate Nursing
This course focuses on the transition of registered nurses entering a baccalaureate nursing program. Issues include an introduction to health beliefs and values; research; nursing theories; problem solving techniques; and professional role development. RNs develop the skills necessary for success in a baccalaureate nursing program. The course structure is designed to promote student interaction and collaboration. This course is open only to RN nursing students. This course is to be taken by RNs before any other nursing course.
3 Lect Hrs, 3 Credits

NURSNG 310
Adult Health Nursing (generic/ accelerated)
This clinical course centers on human responses to acute and chronic common health care concerns in the adult population within complex health care systems. Evidence-based interventions for enhancing patient safety and quality improvement in nursing and health care are emphasized. Health promotion and disease prevention, along with continuity of care alternatives specific to diverse, urban populations are

Nursing Program

explored. Utilization of informatics and clinical judgment and reasoning skills will be further developed.
Prerequisites (generic): All 200-level courses; and Writing Proficiency Evaluation.
Prerequisites (accelerated): NURSNG 220, 350, 351, and 353.
Corequisites (generic): NURSNG 314.
Corequisites (accelerated): NURSNG 320 and 345
3 Lect Hrs, 12 Clinical Hrs/Wk, 9 Credits

NURSNG 314
Pharmacology
The professional, political, legal, and interdisciplinary aspects of drug administration within the context of comprehensive nursing interventions form the basis of this course. Emphasis is given to the nurse's role in assessing, administering, educating, and monitoring patients receiving therapeutic agents; and also to the principles of pharmacodynamics and pharmacokinetics across the life span. Consideration is given to the effect of evidence-based cultural, race, religion, gender, lifestyle, age, and economic variables as related to pharmacological principles.
Prerequisites: All 200-level courses and Writing Proficiency Evaluation.
Corequisites: NURSNG 310 and 320.
3 Lect Hrs, 3 Credits

NURSNG 320
Nursing Research (generic/accelerated)
This course focuses on understanding the conceptual, theoretical, and empirical components of research. The student is prepared to evaluate reports of nursing research for evidence-based nursing practice.
Prerequisites (generic): ENGL 101, 102; First-Year Seminar; Nutrition; Social and Behavioral Science; Chemistry with lab; BIOL 207, 208; Microbiology with lab 209; NURSNG 212, NURSNG 230, Statistics; one Arts/Humanities, one World Culture/World Languages, and one free elective.
Prerequisites (accelerated): NURSNG 220, 350, 351, and 353.
Corequisites (generic): NURSNG 201, 220, and 226.
Corequisites (accelerated): NURSNG 310 and 345.
3 Lect Hrs, 3 Credits

NURSNG 332
Legal, Ethical, and Health Policy Issues (generic/accelerated)
This course integrates ethical, legal, and health policy issues in contemporary nursing. The major ethical principles, several ethical theories and conceptual frameworks, as well as ethical decision-making models are reviewed. The ANA Code of Ethics with Interpretive Statements is analyzed in relation to individual practice settings and the nursing profession. Students utilize debate methodology to resolve common ethical dilemmas in nursing. Legal implications related to providing nursing care, particularly examples of malpractice, how a bill becomes a law, and the legislative process are discussed. Students also develop a position paper on a relevant health policy issue, including integration of relevant ethical, legal, legislative, and economic implications.
Prerequisites (generic): All 200-level courses; NURSNG 310, 214, 320; and Writing Proficiency Evaluation.
Prerequisites (accelerated): NURSNG 220, 350, 351, 353, 310, 320, 345, and 335.
Corequisites (generic): NURSNG 335 and 345.
Corequisites (accelerated): NURSNG 430 and 435.
3 Lect Hrs, 3 Credits

NURSNG 335
Maternity and Women's Health Nursing (generic/accelerated)
This clinical course focuses on patient-centered care for women, newborns, and families, with particular attention to the psychosocial concerns of the developing family. Health promotion from diverse cultural perspectives is examined. Collaboration and inter-professional team-building skills are further developed.
Prerequisites (generic): All 200-level courses; NURSNG 310, 214, 320; and Writing Proficiency Evaluation.
Prerequisites (accelerated): NURSNG 220, 350, 351, 353, 310, 320, and 345.
Corequisites (generic): NURSNG 332 and 335.
3 Lect Hrs, 6 Clinical Hrs/Wk, 6 Credits

NURSNG 345
Mental Health Nursing (generic/accelerated)
This clinical course presents theoretical concepts and evidence-based practice for mental health nursing, with a focus on health promotion, maintenance, and disease management. The care of vulnerable populations, including the elderly, is emphasized. Advocacy for quality, safe, culturally sensitive, patient-centered care within complex health care systems is also explored.
Prerequisites (generic): All 200-level courses; NURSNG 310, 214, 320; and Writing Proficiency Evaluation.
Prerequisites (accelerated): NURSNG 220, 350, 351, and 353.
Corequisites (generic): NURSNG 332 and 345
Corequisites (accelerated): NURSNG 310 and 320.
3 Lect Hrs, 6 Clinical Hrs/Wk, 6 Credits

NURSNG 350
Introduction to Professional Nursing (accelerated option)
This introductory course of the accelerated option in the undergraduate pre-licensure nursing program focuses on core concepts of professional nursing practice including human beings, environment, health, and nursing. Historical, theoretical, and professional membership perspectives are emphasized. Important health care competencies and concepts, including patient-centered care, teamwork and collaboration, safety, quality improvement, evidence-based practice, and informatics, are established.
Corequisites: NURSNG 220, 351, and 353.
3 Lect Hrs, 3 Credits

NURSNG 351
Nursing Process and Skills (accelerated option)
This course of the accelerated option in the undergraduate pre-licensure nursing program provides the basis of development and acquisition of knowledge, skills, and attitudes foundational to the art and science of nursing practice. Knowledge development takes place in the classroom and skills lab utilizing the nursing process and clinical judgment model as organizing frameworks. Application of psychomotor skills for safe, effective, and compassionate patient care delivery is highlighted. Emphasis on professional standards and cultural humility is particularly addressed.
Corequisites: NURSNG 220, 350, and 353.
6 Lect Hrs, 6 Credits

NURSNG 353
Pathophysiology and Pharmacology (accelerated option)
This combination accelerated course examines alterations in the normal physiology of body structures, and well as principles of pharmacodynamics, biochemistry, and pharmacokinetics across the lifespan. The relationships among evidence-based nursing practice and multiple variables impacting pathophysiology and pharmacology, such as culture, genetics, religion, gender, lifestyle, economics, and age, will also be explored.
Prerequisites: NURSNG 220, 350, and 351.
4 Lect Hrs, 4 Credits

Nursing Program

NURSNG 360
Professional Issues in Nursing
This is the first nursing course in the RN-BS Online Program. It is an intermediate seminar designed to assist registered nurses to develop the critical reading, writing, and thinking skills necessary for successful university-level study. Issues that significantly influence professional practice and nursing leadership are explored utilizing the above skills.

NURSNG 361
Health Assessment and Promotion
This course focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of disease in clients across the life span. This course introduces processes of health assessment: interviewing, history-taking, and physical assessment. Dominant models, theories, and perspectives are used to explain health behaviors and are considered in relation to evidence-based health promotion and health education strategies. Students are also expected to identify and apply pathophysiological principles to selected health issues across the lifespan. The course includes a laboratory component complemented by self-directed computer-assisted instruction. Incorporated throughout the course is the importance of communication and collaboration across culturally diverse urban populations.
Prerequisite: NURSNG 360.
Online RN-to-BS Program course, 6 Credits, 28 Lab Hrs, 28 Online Classroom Hrs

NURSNG 362
Nursing Research and Evidence-Based Practice
This course provides an overview of scientific research and nursing informatics. The course focuses on the interface of theory, research, and electronic technologies used in data acquisition, information management, and knowledge development. Emphasis is placed on ethical, theoretical, and methodological issues raised when studying and documenting the health-related quality of life of urban populations and on the application of electronic networks in multidisciplinary healthcare delivery.
Prerequisites: NURSNG 360, NURSNG 361; one undergraduate statistics course.
Online RN-to-BS Program course, 6 Credits

NURSNG 405
Independent Study
Students participate in ongoing research on clinical projects or expand and reinforce clinical knowledge and skills through specifically arranged experiences. This course may be taken by arrangement with individual Nursing Program faculty and approval of the department chair.
1-3 Credits

NURSNG 430
Nursing in the Community (generic/accelerated)
This clinical course presents clinical prevention interventions for health promotion and disease prevention. Population-focused care emphasizing community assessments and interventions and culturally sensitive care in urban settings provides a focus. Advocating for social and environmental justice and protecting vulnerable populations in disasters are also explored.
Prerequisites (generic): All 300-level courses and Writing Proficiency Evaluation.
Prerequisites (accelerated): NURSNG 220, 350, 351, 353, 310, 320, 345, and 335.
Corequisite (generic): NURSNG 435.
Corequisites (accelerated): NURSNG 332 and 435.
3 Lect Hrs, 6 Clinical Hrs/Wk, 6 Credits

NURSNG 435
Nursing Care of Children (generic/accelerated)
This clinical course focuses on patient-centered, culturally sensitive care for children, adolescents, and families. Common health concerns of the pediatric urban population are emphasized. Ongoing development of quality and safety competencies and use of information technologies in evidence-based practice are highlighted.
Prerequisites (generic): All 300-level courses and Writing Proficiency Evaluation.
Prerequisites (accelerated): NURSNG 220, 350, 351, 353, 310, 320, 345, and 335.
Corequisite (generic): NURSNG 430.
Corequisites (accelerated): NURSNG 332 and 430.
3 Lect Hrs, 6 Clinical Hrs/Wk, 6 Credits

NURSNG 440
Nursing Leadership and Management (generic)
This senior-level nursing course focuses on leadership development for entry-level professional nursing practice. Management theories and concepts are emphasized, including the identification of key organizational structures, intra- and inter-professional communication and teamwork, collaboration and conflict resolution, delegation and supervision, workforce motivation, and change processes. The course addresses building cultures of quality and safety in complex health care delivery systems based on organizational strengths, using multiple strategies within environmental turbulence and change and managing fiscal resources for cost-effectiveness. Professional issues related to self-care of the nurse, such as work-life balance, healthy work environments, and resource assistance in building a nursing career, are also considered.
Prerequisites: All 300-level courses; NURSNG 430, 435; and Writing Proficiency Evaluation.
Corequisites: NURSNG 450 and 455.
2 Lect Hrs, 2 Credits

NURSNG 450
Preparation for Professional Licensure and Practice (generic)
This senior-level nursing course focuses on skill development for transitioning to entry-level professional nursing practice. Professional career development, nursing practice regulations, and preparation for licensure are specifically highlighted.
Prerequisites: All 300-level courses; NURSNG 430, 435; and Writing Proficiency Evaluation.
Corequisites: NURSNG 440 and 455.
1 Lect Hr, 1 Credit

NURSNG 455
Nursing Synthesis and Capstone (generic/accelerated)
This clinical course integrates human responses to complex adult acute and chronic health care concerns within diverse, urban populations. Clinical judgment and reasoning skills are further developed in a precepted clinical experience within complex health care systems. Application and evaluation of safety, quality improvement, evidence-based practice, informatics, and teamwork and collaboration competencies culminates in the senior capstone project.
Prerequisites (generic): All 300-level courses; NURSNG 430, 435; and Writing Proficiency Evaluation.
Prerequisites (accelerated): NURSNG 220, 350, 351, 353, 310, 320, 345, 335, 332, 430, and 435.
Corequisites (generic): NURSNG 440 and 450.
Corequisite (accelerated): NURSNG 456.
3 Lect Hrs, 12 Hrs/Wk, 183 Clinical Hours per Semester, 1 Hour Discussion Group per Week, 9 Credits

NURSNG 456
Leadership and Professional Practice (accelerated)
This accelerated course focuses on leadership development for entry-level professional nursing practice. Inter-professional communication, conflict resolution, delegation, and change processes are explored. Building cultures of quality and safety and teamwork in complex health care systems

Nursing Program

is also addressed. Professional career development, practice regulations, and preparation for licensure are specifically highlighted.
Prerequisites: NURSNG 220, 350, 351, 353, 310, 320, 345, 335, 332, 430, and 435.
Corequisite: NURSNG 450.
3 Lect Hrs, 3 Credits

NURSNG 461
Community Health Nursing and Capstone for RNs
The course enables students to perform complex, comprehensive interventions designed to improve public and community health care in the evolving health care system. Nursing practice is directed toward communicating effectively and working collaboratively with diverse urban communities and health care infrastructures to deliver quality, cost-effective, and accessible health across the life span. Students will utilize information technology to generate empirical and theoretical knowledge bases for decision making, critical thinking, and design and evaluation of health care programs and outcomes. Students will assess and demonstrate accountability for self-learning needs when engaged in developing and advocating for programs designed to promote the health of vulnerable and other diverse populations.

NURSNG 462
Legal, Ethical, and Health Policy
This course, the capstone for students in the online RN-BS program, enables students to analyze complex nursing issues from a legal, ethical, and political approach. This perspective will serve to guide health professionals to socially responsible practice and collaboration within the changing health care environment. In addition, the course conducts critical analyses of contemporary urban health and policy issues affecting individuals across the life span. The impact of the complex socio-political environments on how the health care system evolved and is continually reformed is explored. Different health issues and policies, including communication, advocacy, and ethical concerns of access, quality, and cost will be examined. The ethical, legal, and policy issues surrounding health care disparities will be examined. Students will use information technology to generate empirical and theoretical knowledge bases for decision-making, critical thinking, and evaluation of health care policies and their outcomes.

DEPARTMENT OF EXERCISE AND HEALTH SCIENCES

The Bachelor of Science in Exercise and Health Sciences

The Exercise and Health Sciences Program (EHS) offers a bachelor of science degree in one of the fastest-growing disciplines in the country. Through teaching, scientific research, and experiential learning, our students gain the theoretical and practical knowledge necessary for careers or advanced graduate study in the dynamic fields of exercise and health. Our curriculum includes a solid foundation based on the principles of exercise physiology and physical activity promotion while offering the flexibility for students to pursue a concentration, or specialty, in Health Sciences, Exercise Science, or Fitness Instruction and Management. The Department of Exercise and Health Sciences is in the forefront of reducing adverse health conditions associated with sedentary behavior, and empowering individuals and communities to take charge of their own health and well-being. Highlights of our department include a dedicated and eminently qualified faculty, an active learning environment with an abundance of student-faculty interaction, and tremendous opportunities for career development through a wide range of internship experiences and directed research.

Student Handbook

For the most detailed information about EHS Program requirements, policies, and procedures, please refer to the *College of Nursing and Health Sciences Exercise and Health Sciences Handbook*, available from the EHS Program Office or online at www.cnhs.umb.edu. This publication is updated every academic year and includes any changes to the EHS Program curriculum.

General Academic Requirements

Candidates for the bachelor of science degree in Exercise and Health Sciences must complete a minimum of 120 credits with a cumulative grade point average of 2.0. EHS students must achieve a grade of C or better in all EHS courses and BIOL 207 and BIOL 208. A grade of C- or below in these courses is considered failing and would necessitate repeating the course. Additionally, these courses may not be taken on a pass/fail basis. EHS students may take General Education courses and free electives on a pass/fail basis, once per semester up to a maximum of eight times during their UMass Boston career.

Course Repetition Policy

A student may repeat any course, regardless of the grade received, but there may be only one such repetition per course. If a student repeats a course, both grades will appear on the student's transcript, but only the second grade will be computed in the cumulative grade point average. One exception to this policy is EHS 485: Independent Study, which may be repeated more than once for credit.

Admission

Applicants to the Exercise and Health Sciences Program are considered for admission after submitting a completed application and all required credentials to the Office of Undergraduate Admissions. To obtain an application, or to get more information, please contact Undergraduate Admissions at 617-287-6100.

Transfer Student Information

Transfer students from other colleges and universities must apply through the Office of Undergraduate Admissions. Transfer credit for courses taken at other institutions will be considered in accordance with university and EHS policies. Please contact Undergraduate Admissions for more information.

Inter-college Transfer Student Information

The EHS Program accepts applications for transfer from students currently enrolled in other UMass Boston programs. To be eligible, students must have completed a minimum of 12 university-level credits at UMass Boston. The deadline for fall admission is July 1, and November 1 for spring. Students will receive a decision after the specific deadline. To obtain an Inter-college Transfer application, please visit the UMass Boston One Stop.

Bachelor of Science Requirements for EHS

EHS Core Courses

In order to complete the requirements for the bachelor of science degree in Exercise and Health Sciences, all EHS students are required to complete a comprehensive list of courses from the exercise science and health science disciplines. Also referred to as the EHS Core, these courses provide the theoretical and experiential foundation necessary for careers and/or advanced study in a student's chosen field.

EHS 490 is a 400-hour, 12-credit internship which provides a comprehensive, experiential learning opportunity as a capstone to the Exercise and Health Sciences Program. EHS 490 is offered in the fall and spring semesters, as well as during the summer. Students are expected to have completed all other degree requirements before beginning the internship. With departmental permission, students may take a maximum of one course while completing the internship in the fall or spring semesters only. Students taking EHS 490 over the summer are not allowed to take any other courses simultaneously.

The EHS Core courses are listed below. Please note that several courses—BIOL 207, BIOL 208, EHS 220, EHS 260, and EHS 280—also satisfy specific General Education requirements.

- BIOL 207
  Anatomy and Physiology I
- BIOL 208
  Anatomy and Physiology II
- EHS 120
  Careers in Exercise and Health
- EHS 150
  Introduction to Nutrition
- EHS 160
  Fitness and Wellness
- EHS 220
  Adapted Physical Activity
- EHS 240
  Prevention and Care of Sports Injuries
- EHS 260
  Physical Activity and Health
- EHS 280
  Statistics for Health Professionals
- EHS 310
  Applied Kinesiology
- EHS 340
  Health Behavior Change
- EHS 360
  Wellness Coaching Techniques
- EHS 490
  Internship

EHS Concentrations

In addition to the EHS Core Curriculum, EHS students are required to declare one of three concentrations by the time he or she reaches 45 credits. A description of each concentration and the required courses appears below. Each concentration includes EHS electives, which are EHS courses not already required by the Core or selected concentration.

Department of Exercise and Health Sciences

Health Sciences

This concentration prepares students for advanced graduate study and/or future careers in nursing, physical therapy, occupational therapy, physician assistant, public health, nutrition, and other health professions. This concentration will provide a sound scientific basis of health and wellness while also offering flexibility for selecting particular courses geared toward individual career objectives in the health professions.

- EHS 460 Advanced Topics I
- EHS 470 Advanced Topics II
- CHEM 115/117 Chemical Principles I w/ Lab
- CHEM 116/118 Chemical Principles II w/ Lab
- PSYCH 100 or 101 Intro to Psychology
- EHS elective
- EHS elective

Fitness Instruction and Management

This concentration prepares students for careers in fitness center management, personal training, sports conditioning, worksite health promotion, or exercise-related businesses.

- EHS 230
  Strength and Conditioning
- EHS 300
  Fitness Assessment
- EHS 370
  Exercise Program Design
- EHS 380
  Exercise Physiology I
- EHS 400
  Practicum in Adult Fitness
- EHS 440
  Health Fitness Management
- MGT 130
  Intro to Business
- AF 210
  Financial Accounting
- EHS elective
- EHS elective

Exercise Science

This concentration prepares students for careers in physical activity related research, cardiac rehabilitation, clinical exercise physiology, pediatric exercise, or future postgraduate exercise study.

- EHS 350
  Obesity and Weight Management
- EHS 380
  Exercise Physiology I
- EHS 390
  Exercise Physiology II
- EHS 410
  Exercise and Aging
- EHS 420
  Pediatric Exercise
- EHS 460
  Advanced Topics I
- EHS 470
  Advanced Topics II
- EHS 480
  Clinical Exercise Physiology
- EHS elective

General Education Requirements

Verbal Reasoning and Expression Requirement

All EHS students must complete one year of Freshman Composition (ENGL 101 and ENGL 102, or the equivalent). Together, these two courses focus on the fundamentals of expository writing and the presentation of research. The results of the English Placement Test, usually taken at orientation before a student's first semester, require some students to take ENGL 099 before ENGL 101. ENGL 099 does not count for graduation credit.

Critical Analysis Requirement

This requirement consists of two courses:

- First-Year Seminar, ideally to be taken in a student's first semester after matriculation, but certainly before accumulating 30 credits. EHS students are encouraged to take NURSNG 107G: Understanding HIV Disease, but can take any UMass Boston First-Year Seminar. Transfer students who enter UMass Boston with 30 or more credits are not required to take a First-Year Seminar.
- Intermediate Seminar, to be taken after accumulating 30 but before 60 credits. EHS students are encouraged to take NURSNG 212: Health Promotion and Teaching, but can opt for any UMass Boston Intermediate Seminar.

Writing Proficiency Requirement

EHS students must complete the Writing Proficiency Requirement by the time they reach 75 credits. Transfer students who will have earned 75 or more credits at the end of their first semester at UMass Boston should complete the WPR at the end of that semester.

Students with 75 or more credits who have not completed the Writing Proficiency Requirement must plan and sign a learning contract with the EHS Program Manager before registering for any additional courses. A student on a learning contract who does not complete the WPR at the end of the contract semester will be suspended. Under no circumstances will EHS students be allowed to progress beyond 90 credits without successful completion of the WPR.

Quantitative Reasoning Requirement

EHS students meet this requirement by taking EHS 280: Statistics for Health Professionals. In order to be able to register for EHS 280, students must receive an appropriate score on the Math Placement Test, or have previously completed MATH 114QR or higher. Students with little background in math may be required to take other introductory math courses before enrolling in EHS 280.

Diversity Requirement

EHS 220: Adapted Physical Activity and EHS 260: Physical Activity and Health are part of the EHS major requirements and satisfy the UMass Boston diversity requirement. No additional courses are required.

Distribution Requirement

To develop a broad familiarity with the range of human knowledge, students must complete, or earn transfer credit for, certain courses in the College of Liberal Arts and the College of Science and Math in four areas of study. These areas (and the codes used to refer to them) are:

- Natural Sciences (NS)
- Arts, Humanities (AR, HU)
- Social and Behavioral Sciences (SB)
- World Languages, World Cultures (WL, WC)

For the Natural Sciences Distribution, EHS students must take BIOL 207: Anatomy and Physiology I and BIOL 208: Anatomy and Physiology II. Students who have not completed BIOL 111: General Biology must do so before enrolling in BIOL 207. BIOL 111 and BIOL 207 must be completed before enrolling in BIOL 208.

EHS students must complete two courses to satisfy the Arts and Humanities Distribution. Students can opt to take two courses with the Arts designation (AR), or two courses with the Humanities designation (HU), or one of each.

EHS students must complete two courses to satisfy the World Languages and World

Department of Exercise and Health Sciences

Cultures Distribution. Students can opt to take two courses with the World Languages designation (WL), or two courses with the World Cultures designation (WC), or one of each.

EHS students must complete two courses to satisfy the Social and Behavioral Sciences Distribution. One course, EHS 340: Health Behavior Change, must be taken as a part of the EHS Core Requirements. EHS students must complete one additional course with the Social and Behavioral Sciences designation (SB). Students who choose Health Sciences as their EHS concentration should elect PSYCH 100 or PSYCH 101: Intro to Psychology for this requirement, as it is a required course and will satisfy both requirements.

Free Electives

Free electives, also referred to as general electives, can be chosen from any college or program outside of the EHS Program. The number required for each student varies, as it depends on transfer credit, course selection, and concentration. Free electives are used to earn 120 credits for graduation.

Exercise and Health Sciences Courses

EHS 120
Careers in Exercise and Health
This course is an overview of professions in the field of exercise and health science. Career opportunities within fitness instruction and management, clinical exercise, sports medicine, health science, and allied health will be investigated. Objectives include describing various aspects of careers, determining requirements for advanced study, and learning what the necessary coursework would be for applying to several professions of interest.
Prerequisites: None.
3 Credits

EHS 150
Intro to Nutrition
This course examines ways in which nutrition promotes health, influences disease, and affects exercise and sports performance. A major goal is to have students better understand the role nutrition plays in their own health. Participants evaluate popular diets and dietary supplements, examine current nutrition recommendations, and acquire confidence in making sensible nutrition recommendations.
Prerequisites: EHS and Nursing students only.
3 Credits

EHS 160
Fitness and Wellness
Students completing this course will be able to plan and develop a personal physical fitness plan and learn about physical fitness as it relates to health and well-being. Students will also learn to set fitness-related goals and articulate the aims and objectives of instruction in various fitness-related activities, including but not limited to weight training, aerobic fitness using a number of modes such as walking and jogging, and an introduction to the regulation of healthy body weight. Emphasis will be on analyzing and designing fitness-related activities with a consideration of safety issues and articulating carryover skills to aid in increasing the quality of life. This is a fundamental course that introduces students to the basic principles of fitness.
Prerequisites: EHS students only.
3 Credits

EHS 220
Adapted Physical Activity
This course is designed to ensure that EHS students have current information concerning the physical activity needs of individuals with disabilities (and other special populations). Emphasis will be placed on strategies for developing and administering appropriate school and community-based adapted physical activity programs for both children and adults. There will be a focus on understanding the attributes of specific conditions and techniques for modifying activities so all can participate. Critical topics such as assessment, inclusion, disabled sport, and legislation will also be discussed. This course includes a 20-hour practicum experience off-campus.
Prerequisites: EHS 160; EHS students only.
3 Credits

EHS 230
Strength and Conditioning
This course addresses the scientific and theoretical basis of strength training and conditioning. Basic terms and concepts will be discussed and an overview of the major research that has been conducted in this area will be explored. The basic structure of the variables used in the design of strength and conditioning programs will be explained and standard programs will be analyzed and examined in a systematic manner. Anaerobic training adaptations will be compared and contrasted with aerobic training adaptations. Different concepts concerning the use of strength training in special populations will be considered. The scientific and theoretical components of this class will be reinforced with "hands-on" laboratory experiences.
Prerequisites: EHS students only.
3 Credits

EHS 240
Prevention and Care of Sports Injuries
This course is designed to assist students in recognizing and providing immediate treatment of the common injuries seen in recreational and competitive activities. Additional topics include pre-participation physicals, protective equipment, emergency first-aid, orthotics, illnesses and disease routinely seen in active individuals, and when to treat and when to refer.
Prerequisites: EHS students only.
3 Credits

EHS 250
Nutrition for Sports and Performance
This course examines the interaction between nutrition, exercise, and athletic performance. Weeks include the biological, psychological, and sociological aspects of nutrition as it relates to exercise performance. Lectures cover current research on nutritional needs in response to exercise, including: fluids, energy nutrient requirements and caloric distribution, supplementation, ergogenic aids, and pre/post-event recommendations. A strong foundation of bioenergetics for sports competition will be emphasized.
Prerequisites: EHS 150; EHS students only.
3 Credits

EHS 260
Physical Activity and Health
The course focuses on better understanding health conditions and how physical activity may impact the prevention or control of these conditions. Health conditions that will be covered include cardiovascular disease, diabetes, obesity, osteoporosis, and cancer. The terms and measures used for large-scale physical activity and fitness studies will be discussed. Emphasis is placed on understanding key epidemiological studies of physical activity and mortality and their contribution to our understanding of physical activity, public health, and different diverse populations. An introduction to methods of assessing physical activity, such as pedometer use, will be included.
Prerequisites: EHS students only.
3 Credits

EHS 270
Worksite Health Promotion
Components of administering and managing corporate and worksite fitness and wellness programs are examined. Topics

Department of Exercise and Health Sciences

covered include: paradigms in health promotion, health and exercise program planning, facility planning and design, program management, policies and procedures, staffing, equipment, ethics, safety and legal issues, and marketing, all of which will be discussed from the perspective of target populations within a corporate or work environment.
Prerequisites: EHS 150, EHS 260; EHS students only.
3 Credits

EHS 280
Statistics for Health Professionals
This course focuses on basic concepts of statistics such as measures of central tendency and variability; concepts of test validity, reliability, and objectivity; and on basic techniques used in inferential statistics. Emphasis will be placed on interpreting scientific peer-reviewed research in the field of exercise and health sciences.
Prerequisites: MATH 114Q or equivalent; EHS and Nursing students only.
3 Credits

EHS 300
Fitness Assessment
This course focuses on the evaluation of cardiopulmonary and musculoskeletal fitness in apparently healthy populations. Coronary artery disease risk-factor analysis, body-composition assessment, aerobic fitness testing, muscle strength testing, and flexibility assessments will be discussed as they relate to an individual's probability for developing a disease and issues in exercise programming.
Prerequisites: EHS 160; EHS students only.
3 Credits

EHS 310
Applied Kinesiology
This course presents the qualitative and quantitative analysis of human movement in relation to mechanical effects such as application of force in relation to center of mass, displacement, velocity, acceleration of bodies, and buoyancy. This course also integrates anatomical structure and function into the analysis of human movement. Mechanical and anatomical concepts essential for understanding human movement are integrated throughout the course. We will apply fundamental biomechanical principles to the human musculoskeletal system. Topics include musculoskeletal mechanics, tissue biomechanics, and quantitative analysis of human movement.
Prerequisites: BIOL 207, BIOL 208; EHS students only.
3 Credits

EHS 320
Evaluating and Promoting Physical Activity
Student in this course learn the scientific principles and methodology of commonly used research methods and field tests to quantify physical activity. Emphasis will be placed on epidemiological and laboratory methods used to assess physical activity in children, adolescents, and adults. Other methods, including accelerometers, pedometers, and global positioning systems (GPS), as well as other newer techniques will be discussed. Methods of promoting physical activity to individuals and groups in various settings will be reviewed and physical activity assessment will be considered as an adjunct to promoting activity.
Prerequisites: EHS 260; EHS students only.
3 Credits

EHS 330
Conditioning for Performance
This course examines the advanced methods and techniques associated with the design of strength and conditioning programs to enhance human performance in sport and fitness. Resistance training programs will be discussed, with an emphasis on hypertrophy, strength, and/or power. Weeks to be studied include plyometrics, Olympic lifts and their variants, sports-specific resistance training and power optimization, and the theory and integration of the annual plan in relation to preparation of elite athletes and teams. The course is designed to enhance the student's current level of knowledge in preparation for the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist (CSCS) certification.
Prerequisites: EHS 230; EHS students only.
3 Credits

EHS 340
Health Behavior Change
Students will explore and apply theoretically based principles and strategies to health behavior modification for the prevention of health problems through the adoption of healthy lifestyles. As an example of health behavior change, primary emphasis will be placed on physical activity promotion at the individual level. Examples of other health behaviors as well as group and community level behavior change will also be covered. Emphasis is placed on improving student competency in communication, theory-based intervention delivery, and counseling skills for assisting others in health behaviors.
Prerequisites: EHS 160; EHS students only.
3 Credits

EHS 350
Obesity and Weight Management
This course will provide an understanding of the current epidemic of obesity and its impact on disease development throughout the lifespan. Particular emphasis will be on translating basic science findings related to obesity toward prevention and treatment strategies employed by health professionals in various settings. Topics include principles of energy balance, biopsychology of eating behavior, genetics of obesity, the role of physical activity in weight control, environmental influences in obesity, psychosocial determinants of obesity, anorexia nervosa, obesity therapies, obesity prevention, and social discrimination.
Prerequisites: EHS 150, EHS 260; EHS students only.
3 Credits

EHS 360
Wellness Coaching Techniques
This course seeks to provide in-depth and hands-on experience with evidence-based health behavior change that can be used to help individuals improve healthy lifestyle techniques. The course has particular relevance to exercise specialists, nutritionists, teachers, psychologists, and other health-affiliated professionals. Students will work to develop and improve counseling skills by using hands-on experiences.
Prerequisites: EHS 340; EHS students only.
3 Credits

EHS 370
Exercise Program Design
This course examines the theory and practice of designing exercise programs to improve or maintain cardiorespiratory and muscular fitness. Students will study the principles of prescribing safe and effective exercise training programs for apparently healthy individuals and for persons who have various stable chronic medical conditions such as coronary heart disease, diabetes, hypertension, obesity, osteoarthritis, and osteoporosis. Designing exercise programs for other special populations, including youth, older adults, and pregnant women, will also be studied.
Prerequisites: EHS 380; EHS students only.
3 Credits

EHS 380
Exercise Physiology I
This course examines the human anatomical and physiological response to exercise and exercise training. Topics of study include each of the following: energy metabolism, sports nutrition, skeletal muscle anatomy and physiology, resistance training for

Department of Exercise and Health Sciences

the development of muscular fitness, cardiorespiratory anatomy and physiology, cardiorespiratory training and endurance performance, overtraining, quantifying sports training, exercise and thermal stress, exercise at high altitude, ergogenic aids, and performance. The integration of the human physiological systems in response to exercise will be studied for the purpose of understanding, evaluating, and enhancing health and physical performance. Major course concepts will be demonstrated in the accompanying lab sessions.
Prerequisites: BIOL 207, BIOL 208; EHS students only.
4 Credits

EHS 390
Exercise Physiology II
This course is designed to provide students with practical laboratory experiences in exercise physiology. Students carry out more in-depth laboratory procedures that demonstrate the concepts taught in EHS 380. This laboratory course will provide experiences pertaining to the acute and chronic physiological responses to exercise. Physiological systems to be examined include the cardiovascular, the musculoskeletal, the respiratory, and the metabolic pathways necessary for the production of energy.
Prerequisites: EHS 380; EHS students only.
4 Credits

EHS 400
Practicum in Adult Fitness
This course explores the physiological and psychological basis of physical conditioning, body weight control, and exercise adherence for apparently healthy adults. Students will gain practical experience administering fitness tests, designing safe and effective exercise programs, and developing effective leadership and communication skills. Students will enhance their competencies in adult fitness programming by serving as instructors, test administrators, and fitness counselors. Theories and practices related to exercise physiology and health behavior change will be employed throughout the course.
Prerequisites: EHS 300, EHS 370; CPR certification; EHS students only.
3 Credits

EHS 410
Exercise and Aging
This course provides a knowledge base for developing and managing exercise programs and physical activities for the older adult. Students examine the effectiveness of physical activity on the health status and performance capacity of the well elderly and older adults exhibiting symptoms of chronic diseases common to the aging process.
Prerequisites: EHS 380; EHS students only.
3 Credits

EHS 420
Pediatric Exercise
This course introduces students to the anatomical, physiological, and psychosocial issues related to exercise and physical activity in children. Topics include influence on growth and health, injury potential, endurance exercise, weight training, youth in sport, competitive and collaborative play, stress in childhood, and the strategies for improving exercise habits of children.
Prerequisites: EHS 380; EHS students only.
3 Credits

EHS 430
Practicum in Pediatric Exercise
This course uses and builds upon the material introduced in Pediatric Exercise (EHS 420) and students will be exposed to pediatric activity programs. Pediatric fitness tests and exercise programs will be developed and implemented for both healthy children and children with chronic diseases.
Prerequisites: EHS 420; EHS students only.
3 Credits

EHS 440
Health Fitness Management
Students in this course study basic concepts, theories, and organizational management as applied to the field of health and fitness. Examination of weeks associated with facility operation, including organizational structure and function, program and procedure development and administration, human resource management, financial management, inventory control, information management, insurance issues, and legal considerations in the health and fitness industry.
Prerequisites: EHS 380, MGT 130; EHS students only.
3 Credits

EHS 460
Advanced Topics I
This course is designed to provide students with a background in quantitative research design to promote an understanding of the scientific literature and to assist in future research pursuits. In this course, students will become familiar with the scientific method, the basic principles of designing descriptive and experimental projects, literature searching, interpretation of research results, and ethical conduct in research. Students will prepare and present a research proposal as part of the course.
Prerequisites: EHS 260, EHS 280; EHS students only.
3 Credits

EHS 470
Advanced Topics II
This course is designed to provide students with experience in quantitative research design, implementation, analysis, and reporting. In this course, students gain hands-on practical experience conducting their own pilot research study. Students will work in small groups and serve as "investigators," and may also participate as "subjects" for other class pilot research projects. At the conclusion of the course, each group of students will present their study as a written research abstract and as a poster presentation.
Prerequisites: EHS 460; EHS students only.
3 Credits

EHS 480
Clinical Exercise Physiology
This course examines the topic of exercise and cardiovascular health. Particular emphasis will be placed on understanding basic cardiovascular pathophysiology and learning how various lifestyle habits influence the development and progression of coronary artery disease (CAD). Students will be introduced to various options for treating individuals with CAD including comprehensive cardiac rehabilitation programs. The principles of performing various diagnostic exercise "stress tests," such as those used to screen individuals with known or suspected CAD, will be covered. Other topics include the theory and practice of using medical health history questionnaires and diagnostic exercise testing to evaluate individuals prior to participating in a medically supervised or non-medically supervised exercise program. Students will be introduced to other topics related to clinical exercise physiology, such as electrocardiography, pharmacology, and metabolic calculations.
Prerequisites: BIOL 207, BIOL 208, EHS 160; EHS students only.
3 Credits

EHS 485
Independent Study
A student may register for independent study only with the permission of the department. The proposed study must be approved by the appropriate departmental committee and supervised by a member of the faculty.
Prerequisites: Instructor's permission.
1-6 Credits

Department of Exercise and Health Sciences

EHS 490
Internship
The purpose of this internship program is to provide students with hands-on practical experience in the fields of exercise and health sciences. This course is a 12-credit non-paid internship for students who have completed or are in the process of completing all other course work for graduation. Students are required to complete approximately 400 hours of work over 14–16 weeks at an agency/affiliation that has been approved by the faculty internship coordinator. In addition to the practical field experience, students will also participate in several seminars directed by the faculty internship coordinator. These seminars will provide a forum for sharing experiences, further developing career objectives, and stimulating creative thinking related to their professional development.
Prerequisites: Approval of faculty internship coordinator.
12 Credits

College of Public and Community Service

COLLEGE OF PUBLIC AND COMMUNITY SERVICE

ADMINISTRATIVE OFFICER

Carroy "Cuf" Ferguson Interim Administrator

Overview

The College of Public and Community Service is a college for people who are seeking to make a difference—in their own lives and in the lives of others. CPCS provides an empowering and effective education to people who are committed to working for social justice, and who want to promote positive development in their communities.

The College offers innovative and exciting educational opportunities at the undergraduate and graduate levels for students pursuing professional careers in public and community service, policy, advocacy, and organizing.

CPCS is distinguished by its competency-based system of education, by the innovative learning options it provides, and by its commitment to interweaving college and community to promote full participation in society through educational programs and professional practice.

A Different Kind of College for People Who Want to Make a Difference

For over 30 years, the College of Public and Community Service (CPCS) has been a recognized leader in education for social change. CPCS is a college for people who want to make a difference. It provides effective and empowering educational opportunities to students committed to working for change in their communities, workplaces, and professions.

Outcome-Oriented

The College's undergraduate programs offer interested students a unique competency-based, outcome-oriented curriculum centered on the study of urban reality and positive social change. Its educational program is focused on helping students to develop deeper understanding about the type and nature of issues affecting urban life and supporting them in becoming effective professionals whose main focus is the enhancement of these communities.

Innovative

The College curriculum is designed to meet students where they are and get them to where they want to go. The College provides students with innovative learning options that allow them to find their best learning style and put them to work toward earning a degree. The College offers undergraduate students four basic methods of evaluation for competencies at the College: classroom instruction, project-based learning, evaluation of prior learning and directed study. Based on assessment of their skills and needs, students are able to tailor a learning plan drawing on these different modes of learning and evaluation to move through the curriculum. The curriculum encourages students to draw on their professional and community work and apply it directly to their academic study.

Empowering

Believing that both community and individual empowerment are enhanced the more community and college are interwoven, a central focus of the College's practice is centered on developing recruitment initiatives, educational programs, and research that bring the College and the community together to work on the shared goals of community empowerment.

Diverse

In its practice and in the educational opportunities it provides, CPCS endeavors to function as an inclusive, democratic and participatory learning community which promotes diversity, equality and social justice. CPCS is a diverse learning community. The students who attend CPCS represent the diversity of the metropolitan community.

Undergraduate Programs

At the undergraduate level, CPCS provides a comprehensive Bachelor of Arts degree program that integrates general education, skill development and support, with majors focused on professions related to public and community service.

CPCS offers majors and concentrations in the following areas:

Community Media and Technology

Community Planning

Community Studies

Gerontology

Human Development and Early Childhood Education

Human Services

Labor Studies

Legal Education

Non-Profit Management

Organizing

Training and Development

Youth Work

COMPETENCY-BASED EDUCATION

The CPCS educational program is organized around a competency-based, outcome-oriented curriculum. Students progress through the curriculum by demonstrating their competence in a variety of skill and knowledge areas. A CPCS student who demonstrates a competency is showing the ability "to do something"—to put knowledge and principles into practice.

The competency is the basic unit of academic credit at CPCS. Competencies are defined in competency statements. Each competency statement specifies the particular learning outcomes required. Students may demonstrate a competency through a number of learning options.

Sample Competency Statement

Participation in Government

Rationale: Whether through passage of a new regulation at an agency, a new bill passed by the legislature, a budget allocation, or a court decision—nearly every day government institutions make decisions on issues that impact our lives, our communities, and the well-being of others. Sometimes the decisions are made amid a great deal of publicity and public debate; other times issues are decided with little or no notice. If you are not directly part of the decision-making process, it may be hard to know how or where you can weigh in on issues that are important to you, how you can push an issue forward, or what power you and others who are concerned about the issue may have to impact the decision-making process.

To be active and effective participants in a democracy it is necessary to understand how an issue makes its way to—and through—a decision-making process, to understand the extent and limitations of authority the different branches of our government may have on an issue, and, most importantly, to understand the ways in which you and others can impact the process.

This competency enables students to develop the tools to map out a decision-making process for a particular policy issue or question, the roles and influences of stakeholders and decision-makers, and the ways in which they could or would be able to influence the outcome of the process. They will do so through researching and answering questions like: How do issues move from the background to the forefront of political discussion? Who has a say in how a decision is made? Who has a stake in the decision? What kinds of power do people have in the process and how can they exercise it?

By focusing on a particular issue currently going through a decision-making process, students working on this competency will apply concepts and answer critical questions about democratic decision-making that can be applied to other issues and that will help them become more effective political participants and advocates.

Competency: Can identify and explain the decision-making process for a particular policy issue or question, the roles and influences of stakeholders, interest groups, and decision-makers, and some ways in which one could influence the outcome of the process. Can reflect back on the process and discuss pros and cons of participating in government decision-making.

Criteria:

1. Identify a policy issue currently before a decision-making body in the state or federal system. Summarize the key points of the issue in question and the alternative outcomes being considered.
2. Identify the people and groups who you think have a major stake or interest in the outcome of the decision-making process; for each, describe which position they support, what their interests are, and how you think they will be impacted by the alternative outcomes.
3. Identify all the formal bodies, groups, and strategies at the state or federal level that could influence a decision on this issue. Describe their decision-making authority and how you would influence them.
4. Trace the history of this issue on the policy agenda and give your assessment of why this issue has emerged on this particular decision-making agenda at this point in time. (What is happening on the state and federal levels to influence its emergence?)
5. Identify and describe the body or group that is currently charged with making a decision on this issue and outline the formal steps of the decision-making process.
6. Give your assessment of the decision-making process in terms of what you observed and how you think the democratic process worked in this instance. Include what you found encouraging or discouraging about the process and where you could see yourself engaging as an active participant.

Standards:

1. The policy must be one currently being decided upon or just recently implemented. It should affect large numbers of people and generate controversy. It must be approved by an evaluator. You should present your summary in three to five well-developed paragraphs.
2. For Criterion 2, your discussion should include at least five stakeholders. For each stakeholder describe:
   a. its power;
   b. its structure;
   c. its relationship to the public and other branches of government
   d. the qualifications of its members; and
   e. how you would access or work with it (if it is not accessible, please discuss).

   Present your discussion in two to three well-developed paragraphs on each stakeholder.
3. For Criterion 3, explain what strategies could be used in working with these branches/bodies. These could include:
   - working on an electoral campaign
   - initiating a ballot initiative
   - lobbying, sponsoring a bill
   - taking legal action
   - engaging tactics to influence an administrative office
   - serving as an expert witness or testifying before a legislative committee.

   Explain the strategies in a 3- to 5-page essay.
4. For Criterion 4, explain the specific events/factors that brought this issue to the place it is currently at in the decision-making process. Refer to political, social, or economic factors and any related policy issues also being discussed at other levels and branches that provide a context for understanding the emergence of this policy at this time. Present the issue's history in a 5- to 8-page essay. Describe the decision-making body, its function, structure, and backgrounds of its members. How

Competency-Based Education

will it (or did it) actually reach its decision? What was the process? What internal or external factors may (have) influence(d) this? Did all stakeholders have their voices heard? Did the process represent each stakeholder equally?

5. Criteria 2-5 should be addressed together in a 5- to 8-page essay. This essay may be used to demonstrate Criterion 1a of the Writing portion of the Level II Communications Portfolio competency.
6. For Criterion 6, write a 3- to 5-page essay describing your reactions to the process and discussing your feelings about getting involved in decision-making. Were all stakeholders equally represented in the process? What are your thoughts about some of the systemic dilemmas and debates such as those over states rights vs. federal uniformity, whether elected or appointed officials are more accountable to the public, universal entitlements, the pros and cons of interest groups, the role of money, and the power of corporations vs. grassroots individuals or groups. After having looked at the process of policy-making, where could you envision yourself getting involved?

Examples of Demonstration:

1. A student takes a course and completes all the assignments.
2. A student becomes involved with a policy decision that has recently been implemented or is about to be acted upon in the formal decision-making arena. S/he reflects on the issue, the process, and the outcome and, based on readings on formal decision-making, review of media coverage, and personal research (including Internet searches), writes papers that address all the criteria and standards.
3. A student who has worked on legislation for health care coverage in Massachusetts reflects on the issue, the process, and the outcome, refers to relevant readings, and writes papers and delivers oral presentations addressing all the criteria and standards.

A Learning Process That Works for Students

CPCS is committed to meeting students where they are, and helping them get where they want to be. Because the competency systems offers students different options for demonstrating competencies, students have more control in designing an educational plan that works for them within the curricular framework. As part of the entry process, students assess their accomplishments and learning needs to determine the support or leeway they need to get the education they want. Students at a certain level of accomplishment in their fields can build on what they already know to improve their effectiveness. Students who come to the College needing to bolster some of their foundational skills will find the support they need to do so through the competency-based curriculum.

INNOVATIVE AND EXCITING WAYS TO LEARN

The College recognizes that there are many ways to learn and to develop and demonstrate competence. At CPCS students are encouraged to take advantage of a wide range of learning opportunities inside and outside of the classroom that suit their needs and interests.

Courses

CPCS offers a wide range of classroom based learning options through which students work on developing and demonstrating competencies. In their class work, students will learn experientially, in small groups with other students, and through classroom based projects, and through assignments. Courses may address more than one competency and provide support for developing communication skills. Class sizes are small to allow students the opportunity to learn from each other and to work closely with the faculty.

Sample Course Descriptions

Historical Change in the US: American History through Popular Music

Reebee Garofalo

In this course we will explore twentieth century US history, using popular music and supplementary historical texts to tell the story. Popular music will be treated as commercial mass culture and discussed as a social indicator. We will analyze the economic imperatives, social forces, technological advances, aesthetic choices, multicultural influences and political tendencies that have contributed to the dynamic tension between popular music and significant moments in US history. Extensive use will be made of audio and video recordings.

Human Service Intervention (Practicum)

Carroy Ferguson

The purpose of the workshops is to assist and work with students as they create a practicum/internship at a human service agency and/or reframe prior experience at a human service agency in terms of a practicum/internship experience. The classroom component is organized around a series of six experiential Saturday workshops, whereby students will have an opportunity to sharpen their current intervention activities and enhance their current knowledge about appropriate intervention theories, models, and strategies. Emphasis, therefore, will be placed on experientially learning more about intervention with groups, intervention with individuals, crisis interventions, and work on a human service issue.

Additional Learning Options

In these exciting and intensive learning projects, student work with faculty and community members to identify issues and needs of communities and to develop strategies for addressing them. The combination of study and practice provide rich, hands-on learning experiences for the students, as well as service to the communities. Students are able to demonstrate competencies through projects that address a variety of issues, such as the language needs of immigrants, affordable housing, media bias against Latinos; community control of development, youth leadership development, training needs of health care workers, teen girls legal rights. Along with specific research, planning, advocacy, or organizing skills that students practice and develop, students and community members who are engaged together in these projects grapple with the frustrations and celebrate the achievements of working as a team and being part of shared/ collaborative process. Students experience the excitement of working at the base, where the compelling, conflicting and critical urban problem and solutions begin to emerge.

Sample Projects

Engaging Student Voices / Strategy and Proposal Development

Arches

This course is designed for students who want to work with an organization or community group on issues affecting their community. Students learn how to develop an action plan that addresses a problem, or set of problems, faced by the community group or organization. Specifically, students gain the following skills and knowledge: a) how to develop goals and objectives; b) how to analyze barriers and obstacles to changing communities; c) how to evaluate the impact of action strategies; and, d) how to develop proposals to implement specific aspects of the action plan.

Elder Action Research

Silverstein

This course is taught as an applied action-research project in partnership with a community organization about a particular health, social service or societal issue affecting the elderly. Students learn to clearly articulate significant questions, develop a research methodology, prepare instruments and gather data which inform debate on the issue. Students will demonstrate the required competencies by participating in the design and implementation of a group field project. This year's community partner is the Boston Commission on Affairs of the Elderly. We will conduct a follow-up study of the Seniors Count initiative—an outreach program begun in 1999. Over 5000 Boston elders were contacted by Seniors Count volunteers. We will survey a sample of those elders to learn how well needs identified through Seniors Count have been addressed; if new needs have arisen; and if the elders have additional concerns or recommendations to pass on to the Boston Commission on Affairs of the Elderly.

THE CPCS CURRICULUM: EDUCATION THAT WILL MAKE A DIFFERENCE

Directed Study

Individual students or small groups may wish to pursue an area of study outside of a structured class or project. CPCS provides the directed study option for these students. Typically, students would identify a competency or competencies they want to work on and coordinate with a faculty evaluator to develop a learning and demonstration plan for completing the competency. This is an excellent learning option for students who bring prior knowledge or experience in certain areas of the curriculum who want to build on that knowledge. It also extends the learning options for students who may wish to explore certain topics that are not addressed through organized learning activities in a given semester.

Evaluation of Prior Learning

At CPCS, students with relevant prior experience may use that experience toward demonstration of competencies in the curriculum. Students who have experience that is consistent with the learning outcomes in a competency, may work with a faculty evaluator to demonstrate what they have done, what they have learned, and how it relates to the competency. Prior learning may also be used to get you partway through the demonstration of a competency. Then you can work with the evaluator to determine what new or additional learning you need to take on to get you the rest of the way.

Distribution Requirements

The undergraduate curriculum is organized around four overarching learning outcomes:

- Language and technical skills necessary for purposeful inquiry and communication
- Professional competence to function effectively in a broad range of workplace and community-based roles and activities
- Critical consciousness needed to clarify and challenge prevailing values, ideologies, and practices
- Essential knowledge required for participating fully in society

In working toward meeting these overall learning outcomes and earning a degree, CPCS students are required to complete 40 (3 credit equivalent) competencies. The curriculum is organized into four developmental levels, with competencies at each successive level demanding more complex intellectual tasks. At each level students are provided multiple opportunities to develop and apply appropriate academic and practice-oriented skills. The forty competencies are clustered into three main curricular categories:

Core Knowledge and Skills: Essential Tools for Change

The Core Knowledge and Skills area of the curriculum covers a wide range of skills and knowledge, including: critical thinking and argument; critical understanding of social issues and institutions, and developing the tools to understand and impact communities, institutions, and the democratic process. In demonstrating these competencies students will have the opportunity to deepen their understanding of culture and cultural influences, history, economics, and policy development. The intent of the Core Knowledge and Skills area is to ensure that students master the essential academic tools—how to analyze, advocate, critique, and evaluate. Of equal importance, the aim is to engage students with the most pressing issues of our times as they are developing these skills.

Students are required to complete 29 competencies in the Core Knowledge and Skills area. The competencies are organized in four levels culminating in a Capstone competency. The levels ensure that students build toward mastery of the essential academic tools—how to analyze, advocate, critique, and evaluate—by working with increasingly complex tasks and at higher levels of abstraction and independent thinking. While the competencies in this area define the skills and intellectual tasks that are required, students have a good deal of flexibility and choice in selecting the content they apply to the different competencies.

Major/Concentration

The major consists of 10 competencies. The 10 competencies are comprised of 6 competencies from a foundational major and 4 competencies from a concentration (an area of specialization that a student links to a major). For example: A student majoring in Human Services interested in working with adolescents may choose to link her major with Youth Work. Another student majoring in Human Services interested in managing a non-profit organization may choose to major in Human Services with a concentration in Management. This combination approach allows students maximum flexibility in designing a major that is best suited to their learning and career goals, and offers them a range of opportunities to tailor their learning in directions that make sense for them.

Writing Portfolio: Applied Communications Competency

Employers and graduate schools alike point to effective communication skills as an essential qualification that they seek from college graduates. CPCS takes this demand seriously and places a strong emphasis on the development and demonstration of effective oral and written communication skills as a central part of our curriculum. The development of writing, speaking, and presentation skills are interwoven into most of the competencies students work on at CPCS. Using an approach called Writing Across the Curriculum, students are given multiple opportunities to focus on the development of these different skills and to apply them in different contexts. Students are required to compile a portfolio of products that represents their best writing and other presentations for evaluation of these skills.

The Learning Plan

Requirements for graduation are mapped out in what is called a "learning plan." This plan lists the competencies that a student is required to complete at CPCS and serves as a student's road map through the requirements and options in the curriculum.

The Learning Plan follows a developmental framework in which skills build on each other as a student progresses to higher levels. Students have several options for demonstrating each competency in the learning plan. Instruction and support in reading, writing, speaking, computers, and quantitative reasoning are integrated throughout the curriculum to assist students in meeting the Portfolio requirements.

The CPCS Curriculum

CPCS Learning Plan

Core Knowledge and Skills

Level I	Level II	Level III	Level IV
Dimensions of Learning	**Quantitative Reasoning**	**Social Research: Consumption and Design**	**CAPSTONE PROJECTS** **Choose One:** • Doing Social Research • Critical Analysis • Public Advocacy • Reflective Social Action
Critical Inquiry	**Participation in Government**	**Economic Distribution**	
Reading Life Histories	**Historical Change in the U.S.**	**Social Difference in Public and Community Services**	
Media Literacy	**Community Portraits**	**Critical Practice in Public and Community Services**	
Understanding Arguments	**Making Arguments**	**Choose Six:** • Influencing Policy-Making • Debating Policy Issues • Models of Social Change • Exploring Community • Public & Community Action III • Language Other than English III • Statistical Reasoning • Scientific Awareness • Critical Readings I-III (Same competency may be done up to three times on three different topics)	
Public & Community Action I	**Value Conflicts in Public & Community Service**		
Choose two: • Exploring Culture • Engaging Art • Language Other Than English I Or • Additional major or concentration • Courses from CLA or CSM • Additional Level II or III elective	**Computer Competency** **Choose Three:** • Group Dynamics • Organizational Dynamics • Reflecting on Art • Language Other than English II • Crafting Art • Public & Community Action II		

CPCS Majors: Select one major and one concentration

Majors		Concentrations	
• **Community Media and Technology** • **Community Planning** • **Community Studies** • **Gerontology** • **Human Development in Community (Early Childhood Education)**	• **Human Services** • **Labor Studies** • **Legal Education Services**	• **Community Media and Technology** • **Community Planning** • **Community Studies** • **Gerontology** • **Human Services** • **Labor Studies**	• **Legal Education** • **Non-Profit Management** • **Organizing** • **Training and Development** • **Youth Work**

Communications Portfolio

Portfolio I	Portfolio II	Portfolio III

MAJOR AND CONCENTRATION IN COMMUNITY MEDIA AND TECHNOLOGY

The Community Media and Technology program takes its cue from cutting-edge media and technology practice on the ground and is founded on a vision of activist education and learning in pursuit of social justice. At the core of the program is an inventive self-paced, competency-based curriculum in which prior learning is validated and collaborative projects are supported. Students are encouraged to become socially and politically active through partnerships with cultural groups, labor unions, non-profit service providers, and community media and technology organizations. The Community Media and Technology Program seeks to produce skilled activists, artists, and professionals who combine history, theory, aesthetics, and analysis with technical proficiency, social vision, and a commitment to non-profit culture and reflective community practice. No other educational program in the country delivers this unique combination of knowledge and skills.

Requirements

Students in the major must complete:

- Media and Community Building
- Analyzing Media
- Developing a Media/Technology Strategy
- Communications Policy

And two of the following:

- Digital Video Production
- Multimedia Authoring
- Audio Production
- Computer Networking
- Database Management

Students in other majors who choose to do a concentration in Community Media and Technology complete: Media and Community Building, Analyzing Media, Developing a Media/Technology Strategy and Digital Video Production or Multimedia Authoring.

MAJOR AND CONCENTRATION IN COMMUNITY PLANNING

The CPCS Community Planning Major is one of very few undergraduate planning programs in the United States. The program focuses on participatory approaches to planning with and for communities and groups that have at best been ignored and at worst harmed by prevailing planning and decision making practices.

The Community Planning Major emphasizes direct, firsthand work in community and agency situations. Students develop and demonstrate technical skills as well as the ability to analyze the political aspects and social values implicit in different approaches to community planning and management.

Community Planning students learn how to work with formal organizations and informal groups of people to assess needs and resources, set goals, develop and implement strategies and proposals for reaching these goals, predict impacts and evaluate results. Students in this major also develop the ability to compare and contrast different theories and methods of planning, in order to determine how to maximize community participation and power.

Requirements

Students may choose Community Planning as a major or as a concentration linked to another major. Students who major in Community Planning are required to complete:

- Community Needs and Resource Analysis
- Planning Models and Theories
- Strategy and Proposal Development I and II
- Community Impact Assessment
- Program Evaluation

Students who choose Community Planning as a concentration, linked to one of the other CPCS majors, must complete:

- Community Needs and Resource Analysis
- Strategy and Proposal Development I and II
- Program Evaluation

MAJOR AND CONCENTRATION IN COMMUNITY STUDIES

The major in Community Studies offers students a multi-disciplinary, applied approach to the study of human communities. The Community Studies major has four defining characteristics:

- a unifying theme focusing on human communities, their histories and cultures, their identities and values, their institutions and economies, their problems and prospects.
- a unique diversity of perspectives for learning about the human experience in communities, including the content and method drawn from the social sciences as well as the liberal arts, from various ethnic studies as well as global studies.
- an emphasis on experiential learning, particularly community service learning, balanced with classroom and distance learning.
- a strong orientation to social justice and human rights, along with a commitment to activism for democratic social change.

Community Studies will prepare students to be more effective in working in communities. The competency based curriculum takes students through course-based and on-hand practical experiences leading to a broader and deeper knowledge of characteristics and dynamics of human communities, to new abilities in assessing community problems and resources, and to concrete skills in conducting successful community interventions.

Requirements

Students may choose Community Studies as a major or as a concentration linked to another major. Students who major in Community Studies are required to complete:

- Community and Identity
- Social Problems and Social Change in a Community Context.
- Social organization of communities
- Methods of Community Analysis.
- Communities in Global Context
- Dynamics of Community Change

Students who choose Community Studies as a concentration, linked to one of the other CPCS majors, must complete four of the six requirements.

MAJOR AND CONCENTRATION IN GERONTOLOGY

The major in gerontology emphasizes three main areas reflecting the field's career options: social policy, advocacy and direct service. The Gerontology curriculum is designed to help professionals and others interested in the field to augment their credentials, while providing valuable learning experiences in the field of Gerontology for those who want to pursue rewarding careers built around issues of aging and public service. Whether it be in administration, management, direct care, advocacy, or peer support, our graduates have achieved high levels of accomplishment and assumed award-winning roles in their communities and professions. Some have won public recognition for dedication and service to their communities—a Neighborhood Crime Watch Senior Citizen of the Year award, and an AARP Andrus Award for Community Service serve as examples of this kind of recognition. Others have found professional fulfillment with such organizations as: area agencies on aging, assisted living and long-term care facilities, and local councils on aging.

Requirements

Students majoring in Gerontology are required to complete six core competencies:

- Working with Elders
- Demographics and Economic of Aging
- Concepts of Aging
- Applied Research in Aging
- Health and Physical Aspects of Aging
- Intervention with Elders

To complete their major requirements, Gerontology majors may select the Advanced Practice or Social Policy concentrations in Gerontology or they may select one of the other concentrations available at CPCS. Students may also opt to do a four-competency concentration in Gerontology.

MAJOR AND CONCENTRATION IN HUMAN SERVICES

The Human Services program at the College of Public and Community Service is designed to provide students with the knowledge and skills they need for employment in a wide range of social and government agencies, or for graduate study in social work, sociology, psychology, education, and other related fields.

The CPCS competency-based program is ideal for students considering entering the field, as well as for students who already have experience in human services. Students new to the field will gain an excellent foundation in theory and practice related to human services and will have the opportunity to gain hands-on experience through practica, internships, and field-based learning options. Students already experienced in human services can use and build upon their work experience while acquiring new knowledge, skills, and direction necessary to move into new or more advanced positions in the field of human services.

The content of the major has been carefully constructed to meet workforce needs. It is designed to provide professional orientation to the context and core values of human services practice and to the theoretical models and knowledge about individuals and society that form the foundation for human service education and work. As students progress through the curriculum, they will build on this foundation by integrating and applying these theories to work with individuals, groups, and agencies and by developing knowledge of issues in human services.

Requirements

Students may select Human Services as a major or a concentration linked to another major at CPCS. Majors in Human Services complete 6 of the following competencies:

- Human Development
- Delivery of Services
- Development of Human Services
- Life Stages: Issues and Challenges
- Professional Responsibility and Ethics in Human Service Practice
- Social Construction of Relationships
- Human Service Intervention: Individual or Group

Students in other CPCS majors, including Community Planning, Gerontology, and Legal Education, who select Human Services as concentration, complete four of the competencies from this list.

MAJOR AND CONCENTRATION IN HUMAN DEVELOPMENT IN COMMUNITY: EARLY CHILDHOOD EDUCATION AND FAMILY SUPPORT

The Human Development in Community major is designed for students who are engaged or interested in careers working with young children and their families in either early education and care or family support programs in community-based settings. This major, offered in collaboration with the College of Education, provides students with a strong foundation in child development and education practices while contextualizing the importance of families and community in the lives and development of young children during childhood.

The College of Public and Community Service (CPCS) competency-based program is ideal for students considering the field, as well as students already employed in the early childhood workforce. Students at CPCS with a major concentration in Early Childhood Education and Family Support develop foundational knowledge in developmental theory, which draws upon the many opportunities to participate in hands-on learning experience in practicums, internships, field-based learning options or, if appropriate, at the student's work site.

Students with previous experience in early childhood education can draw upon prior knowledge and work experience to gain new knowledge and skills which may lead to advancement or leadership positions in early childhood education and family support.

The content of the major is constructed to meet the instructional and administrative demands of the workforce. It is designed to provide individuals with a strong professional orientation base in core values of educational practices and theoretical frameworks and knowledge about children, families, and their community. Students may select from one of three tracks, including curriculum and instruction, family support, and administration.

Requirements for All Three Tracks:

- Human Development
- Concepts of Community
- Social Problems and Social Change
- Life Stages: Childhood or Understanding Youth
- Community Needs and Resource Analysis

Or:

- Analysis of a Youth Issue
- Language Development and Literacy in Early Childhood (College of Education)
- Science and Mathematics Instruction for All Young Children (College of Education)
- Public and Community Action II
- Delivery of Services

And choice of:

- Professional Responsibility and Ethics
- Community Portraits
- Social Differences in Public and Community Service

Curriculum and Instruction Track

- Sociocultural Perspectives: Building Family Community and School Relationships
- Language Development and Literacy in Early Childhood
- ECHD 422 Observing, Documenting, and Assessing in Early Childhood
- Instructional Strategies for All Young Children with a Focus on Creative Arts
- AND 2 Electives

Family Support Track

- Sociocultural Perspectives: Building Family, Community and School Relationships
- Development and Characteristics of All Young Learners, Including Those with Special Needs
- Observing, Documenting and Assessing in Early Childhood
- Creating Effective Learning Environments Fostering Positive Social Interactions
- AND 2 Electives

Administration Track

- Leadership in Early Education and Care
- Administration and Supervision of Programs for Young Children
- Exploring Mentoring

Or:

- Program Evaluation
- Value Conflicts

MAJOR AND CONCENTRATION IN LABOR STUDIES

The Labor Studies major prepares students to work in the labor movement and in organizations that promote economic justice for working people. Students learn skills that equip them to be leaders, advocates, and change agents in their unions, workplaces, and communities. Applying principles to practice, they engage in organizing, worker training, and collective bargaining. Courses and internships provide opportunities to think critically about solving workplace problems, developing innovative strategies, and building organizations that can address contemporary issues in a time of accelerated change.

An inter-disciplinary program, Labor Studies relates history, economics, law, and analysis of society, politics, and culture to the issues that affect workers and their organizations. The program teaches a variety of subjects, from applied research to public advocacy, from negotiation to globalization. Students participate in an adult-oriented, self-paced curriculum that allows flexible learning options and may apply relevant life and work experience. They also have opportunities to conduct collaborative projects, apply theories to practice in a range of community settings, and reflect on their experience in an environment that encourages critical engagement.

Requirements

The requirements for students majoring in Labor Studies are:

- Analyzing the Problems of Workers and their Organizations
- Assessing Workers' Power
- Negotiation
- Legal Advocacy
- Leading & Strengthening Worker Organizations
- Strategic Analysis for Worker Organizations

Students in other majors at CPCS may also select to complete the Labor Studies concentration. Students selecting the concentration are required to complete:

- Assessing Workers' Power
- Negotiation
- Legal Advocacy
- Strategic Analysis for Worker Organizations

MAJOR AND CONCENTRATION IN LEGAL EDUCATION

The Legal Education program is designed for students who want to study law and justice within a broad social context. The Legal Education programs provide students with a dynamic opportunity to develop a comprehensive understanding of the legal system; focus on particular areas of legal knowledge, such as environmental law, family law and workers' right; develop legal advocacy skills; and explore contemporary meanings of justice and injustice.

Whether you want to be a lawyer, work as an advocate in areas such as housing, benefits or domestic violence, or you're interested in becoming involved in government or public policy work, the Legal Education program will provide the skills and knowledge you need for work or further study in these areas. The Legal Education major is also designed to provide students who are interested in social issues with the opportunity to study law within a justice framework.

The Legal Education program helps prepare students for:

- advocacy work in a variety of legal and community settings;
- positions in government, agencies and the courts;
- advanced degrees in law, dispute resolution, criminal justice, public policy and other graduate programs.

Requirements

Students who select Legal Education must complete:

- Concepts of Justice
- Legal Advocacy
- Legal Reasoning and Argument
- Legal Studies I and II
- Advanced Legal Advocacy

Students in other majors who select the Legal Education concentration must complete:

- Concepts of Justice or Legal Studies I
- Legal Advocacy
- Legal Reasoning & Argument
- Advanced Legal Advocacy

CONCENTRATION IN NON-PROFIT MANAGEMENT

The non-profit management concentration responds to the management education needs of public and community service professionals. The concentration provides education for non-profit community-based, progressive organizations that promote the principles of "active democracy" by involving constituents directly in the governance and in shaping their communities. The concentration differs from traditional management education in that the mission, accountability, and performance measures are not related to profit. Instead, the mission focuses on societal transformation; accountability and performance are measured by organizational effectiveness in advancing the goals of social and economic justice. To advance the goals of social and economic justice, managers must be able to create sustainable organizations through the efficient and effective management of people, information and money. Non-profit organizations must be innovative, adaptive, and resourceful to meet the challenges of the 21st century.

The four competencies that comprise the management concentration provide the essential learning to be an effective manager. The development of communication, critical thinking, and computing skills are integrated into these competencies. Projects and assignments are designed to foster the continued development of these skills and to examine the moral and ethical issues that are relevant to the management competencies.

Requirements

The management concentration may be linked with any of the CPCS majors. Students who select the concentration are required to complete the following four competencies:

- Management Theories and Practices
- Financial Management
- Human Resource Management
- Strategic Planning and Fundraising for Non-Profits

CONCENTRATION IN ORGANIZING

Organizing is one of the fundamental activities of a functioning democracy. Organizers are concerned with improving social conditions, changing institutions and power relationships, delivering needed services, and strengthening community participation. Groups of all kinds that are involved in promoting democracy and social change—unions, community-based organizations, political campaigns and the like—all engage in organizing. Thus, organizing skills are greatly in demand in the workplaces, movements, and communities where CPCS students are graduates are likely to work. There is an increasing call for organizers within the labor movements and within community-based organizations, non-profits working for social change and within political campaigns.

The Organizing Concentration at CPCS offers a unique opportunity for students who are interested in or engaged in organizing to develop practical skills for organizing, gain a deeper understanding of the theory, values, and philosophy behind organizing work, and explore organizing strategies and models that have been developed.

Requirements

Students who select the concentration in Organizing are required to complete four competencies:

- Methods and Goals of Organizing
- The Roles of Organizers
- Analyzing and Evaluating Organizing Strategies
- Action Research for Organizing

CONCENTRATION IN TRAINING AND DEVELOPMENT

In the realm of public and human service work, education is a fundamental part of many organizations' work. In formal settings, an agency supervisor may have to design on-the-job training for new employees or conduct staff development. A community learning center may need teachers who are familiar with training and development methods to design and implement adult basic education programs. In working with individuals and community residents, human service providers may need training and development skills to define problems and identify solutions.

The Training and Development concentration provides students interested in a wide range of community or public service jobs with the opportunity to develop the practical skills of training and teaching, as well as the theoretical knowledge they need to be effective trainers. Students completing the concentration will develop and demonstrate competence in adult learning theory, designing and delivering curriculum modules suited to different learning styles; presentation and delivery skills; and skills and methodology to assess the effectiveness of different training models.

Requirements

Students who select the concentration in Training and Development are required to complete four competencies in:

- Theories of Adult Education
- Assessing Training Needs
- Designing a Training Curriculum
- Implementing a Training

CONCENTRATION IN YOUTH WORK

Youth Work is a growing and diversified field in the area of public and community service. Youth workers are engaged in developing and delivering programs in youth centers, schools, churches, non-profit agencies, community organizations, and state and local agencies. As the field grows, there is increasing demand for trained youth workers who bring understanding of youth development and youth culture, as well as models for effective practice in youth work.

The CPCS Youth Work concentration is one of very few higher education programs specifically designed to deal with issues, strategies, and practices specific to youth development. It is an ideal program for people interested in entering the field, and for those who are already in youth work who wish to build on their experiences. Students in the program will develop critical understanding of youth and youth culture, explore models of effective practice, analyze youth issues, and apply their practice in the field. The concentration focuses on a youth development perspective and emphasizes theories and practices to promote participatory practices that support youth and community development.

Requirements

The Youth Work concentration is available to students who are majoring in: Community Planning, Community Studies, Criminal Justice, Human Services or Legal Education. In addition to the requirements in their selected major, students complete the following four competencies:

- Understanding Youth
- Models of Practice in Youth
- Analysis of a Youth Issue
- Working on a Youth Issue

University of Massachusetts Boston Faculty

The following list includes members of the University faculty associated with its undergraduate degree programs. Many of them also teach at the graduate level. Complete listings of faculty associated with all the university's graduate programs can be found in the UMass Boston graduate studies bulletin.

College affiliations, indicated for each entry, are abbreviated as follows:

CLA (College of Liberal Arts); CSM (College of Science and Mathematics); CM (College of Management); CNHS (College of Nursing and Health Sciences, CPCS (College of Public and Community Service).

Steven Ackerman, BA, Herbert H Lehman College of the City University of New York, PhD, University of Pennsylvania, Associate Professor of Biology (CSM)

Jane Adams, BA, Florida State University, MS, PhD, New Mexico State University, Professor of Psychology (CLA)

Ping-Ann Addo, BA, Dartmouth College, MPhil, PhD, Yale University, Assistant Professor of Anthropology (CLA)

Jalal Alamgir, BA, St. Lawrence University, AM, PhD, Brown University, Assistant Professor of Political Science (CLA)

Randy Albelda, BA, Smith College, PhD, University of Massachusetts Amherst, Professor of Economics (CLA)

Luis Alonso-Ovalle, BA, University of Oviedo (Spain), MA, PhD, UMass Amherst, Assistant Professor of Hispanic Studies (CLA)

Kristine B Alster (RN), BSN, Illinois Wesleyan University, MS, EdD, Boston University, Associate Professor of Nursing (CNHS)

Pamela Annas, BA, State University of New York, Buffalo, PhD, Indiana University, Professor of English (CLA)

Luis Aponte-Pares, BA Architecture, Catholic University, MS Architecture, PhD, Urban Planning, Columbia University, Assistant Professor (CPCS)

Joan Arches, BA, MSW, PhD, Boston University, Associate Professor (CPCS)

David Areford, BA, Longwood College, MA, Florida State University, PhD, Northwestern University, Associate Professor of Art (CLA)

Stephen B Arnason, BA, University of Chicago, PhD, Stanford University, Associate Professor of Physics (CSM)

Carolyne Arnold, BA, Mills College, MSW, Howard University, MS, DSc, Harvard School of Public Health, Associate Professor (CPCS)

Noushin Ashrafi, BS, State University of New York at Brockport, MBA, McNeese State University, PhD, University of Texas at Arlington, Associate Professor of Management Science and Information Systems (CM)

Elsa Auerbach, BA, Oberlin College, MA, PhD, Northwestern University, Professor of English (CLA)

Ramakrishna Ayyagari, BE, Osmania University (India), MS, University of South Carolina, PhD, Clemson University, Assistant Professor of Management Science and Information Systems (CM)

Chukwuma Azuonye, BA, University of Nigeria, PhD, University of London, Professor of Africana Studies (CLA)

Arindam Bandopadhyaya, BA, MA, University of Delhi, PhD, Indiana University, Professor of Finance (CM)

Kellee Barnard, BA, Union College, MA, PhD, University of Pennsylvania, Lecturer Classics (CLA)

Patrick Barron, BA, University of Oregon, MA, The Queen's University of Belfast, MS, PhD, University of Nevada at Reno, Assistant Professor of English (CLA)

Fiora Bassanese, BA, Rosary College, MA, PhD, University of Wisconsin, Professor of Italian (CLA)

Kamaljit Bawa, BA, MS, PhD, Punjab University, Professor of Biology (CSM)

Gregory Beck, BS, SUNY at Albany, PhD, SUNY at Stony Brook, Associate Professor of Biology (CSM)

Paul R Benson, BA, University of California, Santa Cruz, MA, PhD, University of North Carolina, Chapel Hill, Associate Professor of Sociology (CLA)

Adam Beresford, BA, BPhil, D Phil, Balliol College, Associate Professor of Philosophy (CLA)

Pratyush Bharati, BTech, GB Pant University of India, MBA, University of Hartford, PhD, Rensselaer Polytechnic Institute, Associate Professor of Management Information Systems (CM)

Roger Blake, BS, University of Rhode Island, MS, Massachusetts Institute of Technology, Assistant Professor in Management Information Systems (CM)

Erik Blaser, BA, Rutgers University, MA, PhD, University of California, Irvine, Associate Professor of Psychology (CLA)

Ann Blum, BA, University of Massachusetts Boston, MA, PhD, University of California, Berkeley, Associate Professor of Hispanic Studies (CLA)

Lawrence Blum, AB, Princeton University, PhD, Harvard University, Professor of Philosophy and Distinguished Professor of Liberal Arts and Education (CLA)

Christina Bobel, BA, Miami University, Ohio, MA, University of Maine, PhD, University of Wisconsin-Milwaukee, Associate Professor of Women's Studies (CLA)

Ethan Bolker, AB, AM, PhD, Harvard University, Professor of Mathematics and Computer Science (CSM)

Paul Bookbinder, BA, Queens College, MA, Northeastern University, PhD, Brandeis University, Associate Professor of History (CLA)

Robert Bowen, BA, MA, San Francisco State University, PhD, University of Southern California, Associate Professor of Environmental, Earth, and Ocean Sciences (CSM)

Solange Brault, BSC, Université de Montreal, MSc, Université Laval, PhD, University of London, Associate Professor of Biology (CSM)

Matthew Brown, BA, Bowdoin College, MA, PhD, University of Wisconsin-Madison, Assistant Professor of English (CLA)

Neal Bruss, BA, MA, PhD, University of Michigan, Associate Professor of English (CLA)

Diana Burgin, BA, Swarthmore College, MA, PhD, Harvard University, Professor of Russian (CLA)

Elizabeth Bussiere, BA, Smith College, MA, Columbia University, PhD, Brandeis University, Associate Professor of Political Science (CLA)

Milton Butts, BA, PhD, University of Pennsylvania, MA, Atlanta University, Assistant Professor of Sociology (CLA)

Martin Calkins, BS, Xavier University, PhD, University of Virginia, Charlottesville, Assistant Professor of Management and Marketing (CM)

University of Massachusetts Boston Faculty

Kenneth Campbell, BA, Augsburg College, MS, PhD, University of Michigan, Professor of Biology (CSM)

William Campbell, BA, New York University, MS, McGill University, PhD, University of St Andrews, Associate Professor of Computer Science (CSM)

Vincent Cannato, BA, Williams College, MA, PhD, Columbia University, Associate Professor of History (CLA)

Sheila Cannon, ASN, Cameron University, BSN, MSN, University of Virginia Charlottesville, PhD, Hampton University, Assistant Professor of Nursing (CNHS)

Jorge Capetillo-Ponce, BA, American University, MA, PhD, New School University, Associate Professor of Sociology (CLA)

Jacqueline Carlon, BA, MA Tufts University, PhD, Boston University, Assistant Professor of Classical Studies (CLA)

Antonio F Carrara, BA, MA, PhD, Boston College, Associate Professor of Italian (CLA)

Alice S Carter, BS, Cornell University, MA, PhD, University of Houston, Professor of Psychology (CLA)

Robert L Carter, BA, College of Wooster, PhD, University of Kansas, Associate Professor of Chemistry (CSM)

Kenneth Cerny, BS, Marietta College, Instructor in Chemistry (CSM)

Atreya Chakraborty, MA, University of Western Ontario, PhD, Boston College, Associate Professor of Accounting and Finance (CM)

Constance Chan, AB, Princeton University, MA, Boston University, PhD, Boston University, Associate Professor (CPCS)

Ricardo Checchi, Degree from Instituto Tecnologico de Buenos Aires, EMBA, IAE-Universidad Austral (Argentina), PhD, Georgia State University, Assistant Professor of Management Science and Information Systems (CM)

Robert Chen, AB, Harvard University, PhD, Scripps Institution of Oceanography, University of California, Professor of Environmental, Earth, and Ocean Sciences (CSM)

Michael Chesson, BA, College of William and Mary, PhD, Harvard University, Professor of History (CLA)

Wilfredo Chiesa, BFA, Fine Arts School of Puerto Rico, Professor of Art (CLA)

Elora Chowdhury, BA, College of Wooster, MA Ohio State University, PhD, Clark University, Assistant Professor of Women's Studies (CLA)

Jonathan Chu, BA, University of Pennsylvania, MA, University of Hawaii, MSL, Yale Law School, PhD, University of Washington, Associate Professor of History (CLA)

Lal C Chugh, BC, MA, University of Delhi, PhD, Harvard University, Professor of Finance (CM)

Maria Cisterna-Gold, BA, University of Massachusetts Boston, MA, University of Florida, Gainesville, PhD, New York University, Assistant Professor of Hispanic Studies (CLA)

Patrick Clarkin, BA, University of Rhode Island, MA, Binghamton University, Assistant Professor of Anthropology (CLA)

Jane Cloutterbuck (RN), BS, Boston University, MS, Boston College, PhD, Brandeis University, Associate Professor of Nursing (CNHS)

Charles Cnudde, AB, University of Michigan, PhD, University of North Carolina, Professor of Political Science (CLA)

Reyes Coll-Tellechea, BA, MA, Universidad Complutense Madrid, PhD, University of Minnesota, Associate Professor of Hispanic Studies (CLA)

Adan Colon-Carmona, BA University of California, Santa Cruz, PhD, University of California, Irvine, Associate Professor of Biology (CSM)

Elizabeth Connors, BA, Mount Holyoke College, MS, University of Massachusetts Amherst, PhD, Michigan State University, Assistant Professor of Accounting (CM)

Sheree Conrad, BA, Wesleyan University, PhD, Boston University, Lecturer in Psychology (CLA)

Mary Cooley, BSN, Thomas Jefferson University, MSN, CRNP, PhD University of Pennsylvania, Assistant Professor of Nursing (CNHS)

Jeremiah Cotton, BS, MSW, University of Pittsburgh, PhD, University of Michigan, Associate Professor of Economics (CLA)

Scott Crouter, BS, Linfield College, MS, University of Wisconsin, PhD, University of Tennessee, Post-doctoral, Cornell University, Assistant Professor of Exercise and Health Sciences (CNHS)

Maurice Cunningham, BA, MA, University of Massachusetts Boston, JD, New England School of Law, PhD, Boston College, Associate Professor of Political Science (CLA)

Amy Den Ouden, BA, Hofstra University, MA, Trinity College, PhD, University of Connecticut, Associate Professor of Anthropology (CLA)

Xiaogang Deng, BA, Institute of International Politics, MA, Baylor University, PhD, State University of New York at Buffalo, Associate Professor of Sociology (CLA)

Susan DeSanto-Madeya, ASN, DNSc, Widener University, BSN, East Stroudsburg University, Assistant Professor of Nursing (CNHS)

Alexander Des Forges, BA, Harvard University, MA, PhD, Princeton University, Associate Professor of Modern Languages (CLA)

Karen L Dick (RN, CS, GNP), BS, Southeastern Massachusetts University, MS, Boston University, PhD, University of Rhode Island, Lecturer of Nursing (CNHS)

Wei Ding, BE, Xi'an Jiao Tong University, MSc, George Mason University, PhD, University of Houston, Assistant Professor of Computer Science (CSM)

Spencer M DiScala, BA, Queens College, MA, PhD, Columbia University, Professor of History (CLA)

Estelle Disch, BA, MA, PhD, Tufts University, Professor of Sociology (CLA)

Linda Dittmar, BA, MA, PhD, Stanford University, Professor of English (CLA)

Tiffany Donaldson, BA, Dartmouth College, MA, Harvard University/ Northeastern University, PhD, Northeastern University, Associate Professor of Psychology (CLA)

Roxanne Donovan, BA, Rutgers University, BBA, University of Miami, MA, PhD, University of Connecticut, Assistant Professor of Psychology (CLA)

Ellen Douglas, BS, MS, University of New Hampshire, PhD, Tufts University, Assistant Professor of Environmental, Earth, and Ocean Sciences (CSM)

Timothy Dransfield, BS, University of North Carolina, Chapel Hill, AM, PhD, Harvard University, Assistant Professor of Chemistry (CSM)

University of Massachusetts Boston Faculty

John Duff, BS, UMass Lowell, LLM, University of Washington, MA, University of Mississippi, JD, University of Southern Maine, Associate Professor of Environmental, Earth & Ocean Sciences (CSM)

Linda Dumas, BS, MS, MA, PhD, Boston University, Associate Professor of Nursing (CNHS)

John Ebersole, BS, Cornell University, PhD, University of California, Los Angeles, Associate Professor of Biology (CSM)

J Shoshanna Ehrlich, BA, University of Michigan, JD, Northeastern University, Associate Professor of Women's Studies (CLA)

Abbey Eisenhower, BA, Williams College, MA, PhD, University of California, Assistant Professor of Psychology (CLA)

Ehsan Elahi, BS, MS, Sharif University of Technology (Iran), MBA, Industrial Management Institute (Iran), PhD, University of Minnesota, Assistant Professor of Management Science and Information Systems (CM)

Amani El Jack, BSc, University of Khartoum, Sudan, MA, American University in Cairo, Egypt, PhD, York University, Canada, Assistant Professor of Women's Studies (CLA)

Carol H Ellenbecker (RN), BS, University of New Mexico, MS, Boston College, PhD, Brandeis University, Professor of Nursing (CNHS)

Claudia Esposito, BSc, Boston University, MA, University of Massachusetts Amherst and Brown University, PhD, Brown University, Assistant Professor of Modern Languages (CLA)

Corinne Etienne, Diplome de Traducteur, University of Geneva, Switzerland, MA, University of Puerto Rico, MA, Indiana University, Associate Professor of Applied Linguistics (CLA)

Ron Etter, BA, University of Massachusetts Boston, AM, PhD, Harvard University, Professor of Biology (CSM)

Jason Evans, BS, University of Pittsburgh, PhD, University of Delaware, Associate Professor of Chemistry (CSM)

Leila Farsakh, BA, University of Exeter (United Kingdom), MPhil, University of Cambridge, PhD, University of London, Assistant Professor of Political Science (CLA)

Jacqueline Fawcett (RN), BS, Boston University, AM, PhD, New York University, Professor of Nursing (CNHS)

Elizabeth Fay, BA, University of North Carolina at Chapel Hill, PhD, University of New York at Stony Brook, Associate Professor of English (CLA)

Peter Fejer, BA, Reed College, SM, PhD, University of Chicago, Professor of Computer Science (CSM)

Carroy Ferguson, BA, Bowdoin College, MA, PhD, Boston College, Associate Professor (CPCS)

Thomas Ferguson, AM, Princeton University, MA, Loyola University of Chicago, PhD, Princeton University, Professor of Political Science (CLA)

Michelle Foster, BS, PhD, University of Texas, Austin, Associate Professor of Chemistry (CSM)

Pacey Foster, BA, Earlham College, MS, PhD, Boston College, Assistant Professor of Management and Marketing (CM)

Marilyn Frankenstein, BS, MA, Brooklyn College, Professor (CPCS)

Anamarija Frankic, BS, MS, University of Zagreb (Croatia), PhD, College of William and Mary, Assistant Professor of Environmental, Earth and Ocean Sciences (CSM)

John Fulton, BA, Whitman College, MFA, University of Michigan, Associate Professor of English (CLA)

Eugene Gallagher, BA, Carleton College, MSc, PhD, Florida State University, Associate Professor of Environmental, Earth, and Ocean Sciences (CSM)

Lucia Gao, BS, University of the Azores (Portugal), MS, Technical University of Lisbon (Portugal), DBA, Boston University, Assistant Professor of Accounting and Finance (CM)

Reebee Garofalo, BA, Yale University, EdD, Harvard University, Professor (CPCS)

Varghese George, BSc, University of Kerala, SM, PhD, Massachusetts Institute of Technology, Assistant Professor of Management and Marketing (CM)

Katherine Gibson, BA, University of Virginia, PhD, Princeton University, Assistant Professor of Biology (CSM)

Edward S Ginsberg, BA, ScB, Brown University, MS, PhD, Stanford University, Associate Professor of Physics (CSM)

Arthur A Goldsmith, BA, University of New Hampshire, MBA, Boston University, MA, PhD, Cornell University, Professor of Management (CM)

Judith Goleman, BA, MA, University of Michigan, PhD, University of Pittsburgh, Associate Professor of English (CLA)

Davood Golmohammadi, BS, Isfahan University of Technology (Iran), MS, Iran University of Science and Technology, PhD, West Virginia University, Assistant Professor of Management Science and Information Systems (CM)

Allen M Gontz, BS, Lock Haven University of Pennsylvania, MS, PhD, University of Maine, Assistant Professor of Environmental, Earth and Ocean Sciences (CSM)

Eduardo Gonzalez, BS, National Polytechnic Institute (Mexico City), CINVESTAV (Institute for Advanced Studies, Mexico), PhD, Stony Brook University, Assistant Professor of Mathematics (CSM)

(**Catherine**) **Tracy Goode**, BA, Miami University, Master's of History, Northern Arizona University, PhD, University of Arizona, Assistant Professor of History (CLA)

Giorgio Gotti, BS, Luigi Bocconi University (Italy), MA, PhD, The University of Tennessee in Knoxville, Assistant Professor of Accounting and Finance (CM)

Susan Gore, AB, Douglass College, Rutgers University, MA, PhD, University of Pennsylvania, Professor of Sociology (CLA)

Panagiota Gounari, BA, National and Kapodistrian University of Athens (Greece), MA, University of Massachusetts Boston, PhD, Pennsylvania State University, Assistant Professor of Applied Linguistics (CLA)

James L Grant, MBA, PhD, University of Chicago, Assistant Professor of Finance (CM)

James Green, BA, Northwestern University, PhD, Yale University, Professor (CPCS)

Robert W Guimond, AB, PhD, University of Rhode Island, JD, New England School of Law, Professor of Biology (CSM)

J Oscar Gutierrez, BSc, Instituto Tecnologico y de Estudios Superiores de Monterey, MSc, PhD, London School of Economics and Political Science, Associate Professor of Management Information Systems (CM)

University of Massachusetts Boston Faculty

Mohsin Habib, BS, University of Dhaka, MBA, Indiana University, PhD, University of North Carolina Chapel Hill, Associate Professor of Management (CM)

Timothy Hacsi, BA, Oberlin College, PhD, University of Pennsylvania, Assistant Professor of History (CLA)

William Hagar, BS, Widener College, PhD, Temple University, Associate Professor of Biology (CSM)

Laura Hansen, BS, MA, PhD, University of California (Riverside), Assistant Professor of Sociology (CLA)

Margaret Hart, BFA, University of Iowa, MFA, University of Colorado, Associate Professor of Art (CLA)

Stephanie Hartwell, BA, Bucknell University, PhD, Yale University, Associate Professor of Sociology (CLA)

Susan C Haussler (RN), BS, Cornell University, MS, Boston University, EdD, Vanderbilt University, Associate Professor of Nursing (CNHS)

Victoria Weston Hayao, BA, MA, PhD, University of Michigan, Associate Professor of Art (CLA)

Eric W Hayden, AB, Princeton University, PhD, Johns Hopkins University, Professor of Accounting and Finance (CM)

Laura Hayman, BSN, MSN, PhD, University of Pennsylvania, Professor of Nursing (CNHS)

Hans-Heinrich Herda, BS, MS, PhD, Wayne State University, Professor of Mathematics (CSM)

Thomas J Hogan, BS, University of Massachusetts Amherst, MBA, University of Washington, PhD, University of Massachusetts Amherst, CPA, Associate Professor of Accounting (CM)

Linda Huang, BS, University of California Los Angeles, PhD, California Institute of Technology, Associate Professor of Biology (CSM)

David Hunt, BA, Haverford College, PhD, Harvard University, Professor of History (CLA)

Yumiko Inukai, BA, University of California, Los Angeles, PhD, University of Pennsylvania, Assistant Professor of Philosophy (CLA)

Steven Glenn Jackson, BS, Pennsylvania State University, MS, Mphil, Yale University, Associate Professor in Mathematics (CSM)

Glenn Jacobs, BA, MA, Brooklyn College, PhD, Temple University, Associate Professor of Sociology (CLA)

Kurt Jacobs, BSc, MSc, University of Auckland (New Zealand), PhD, Imperial College (London), Assistant Professor of Physics (CSM)

Arjun Jayadev, BS, University of London, PhD, University of Massachusetts Amherst, Assistant Professor of Economics (CLA)

Robert Johnson, BA, Bowdoin College, MPS, Cornell University, JD, Cornell University, Professor of Africana Studies (CLA)

Holly Hanson Johnston, BA, Westminster College, MS, PhD, Carnegie Mellon University, Assistant Professor of Accounting (CM)

Pamela Jones Rothwell, BA, Goucher College, MA, George Washington University, PhD, Brown University, Associate Professor of Art (CLA)

Kathleen Kafel, BS, Newport College, MS, UMass Boston, Lecturer in Nursing (CNHS)

Zsuzsanna Kaldy, MA, Eötvös Loránd University, MS, PhD, Rutgers University, Associate Professor of Psychology (CLA)

Jemadari Kamara, BA, Tufts University, PhD, University of Michigan, Associate Professor of Africana Studies (CLA

Stephanie Kamath, BA, Harvard College, MPhil, University of Cambridge (UK), MA, PhD, University of Pennsylvania, Assistant Professor of English (CLA)

Janis Kapler, BA, University of Iowa, JD, Antioch School of Law, PhD, American University, Associate Professor of Economics (CLA)

Sari Kawana, BS, Georgetown University, MA, PhD, University of Pennsylvania, Assistant Professor of Modern Languages (CLA)

Nino Kebadze, BA, Berea College, MA, PhD, University of Kentucky, Assistant Professor of Hispanic Studies (CLA)

Jeffrey Keisler, BS, University of Wisconsin, MBA, University of Chicago, PhD, Harvard University, Associate Professor of Management Information Systems (CM)

Richard Kesseli, BS, University of Massachusetts Amherst, PhD, University of California, Professor of Biology (CSM)

Darren Kew, BA, University of Notre Dame, PhD, Tufts University, Associate Professor (CPCS)

Timothy Killingback, BSc, University of London, PhD, University of Edinburgh (United Kingdom), Associate Professor of Mathematics (CSM)

Marlene Kim, BA, PhD, University of California, Berkeley, Associate Professor of Economics (CLA)

Esther Kingston-Mann, BA, Antioch College, MA, PhD, Johns Hopkins University, Professor of History and American Studies (CLA)

Kenneth Kleene, BA, University of Wisconsin, PhD, University of Washington, Professor of Biology (CSM)

Elizabeth Klimasmith, BA, Wesleyan University, MA, University of New Hampshire, PhD, University of Washington, Associate Professor of English (CLA)

Philip Kretsedemas, BS, University of Miami, PhD, University of Minnesota, Assistant Professor of Sociology (CLA)

Richard Kronish, BA, University of California, Santa Cruz, MA, PhD, University of Wisconsin, Associate Professor of Sociology (CLA)

Jean-Pierre Kuilboer, BS, MBA, University of Southwestern Louisiana, PhD, University of Texas at Arlington, Associate Professor of Management Information Systems (CM)

Werner Kunz, MS, MBA, Humboldt University (Germany), MBR, PhD, Ludwig-Maximilians University (Germany), Assistant Professor of Management and Marketing (CM)

Winston Langley, BA, Atlantic Union College, MA, PhD, Howard University, JD, Suffolk University, Professor of Political Science (CLA)

Haeok Lee, BSN, Choson University (Korea), MA, Yonsei University (Korea), DNSC, University of California San Francisco, Associate Professor of Nursing (CNHS)

One-Ki (Daniel) Lee, BS, Yonsei University (Korea), MS, Korea Advanced Institute of Science of Technology (Korea), PhD, City University of Hong Kong, Assistant Professor of Management Science and Information Systems (CM)

Pepi Leistyna, BA, University of Massachusetts Amherst, MEd, EdD, Harvard University, Associate Professor of Applied Linguistics (CLA)

Adugna Lemi, BA, Addis Ababa University, MA, PhD, Western Michigan University, Assistant Professor of Economics (CLA)

Andrew Leong, BA, JD, Boston College, Associate Professor of Public & Community Service (CPCS)

University of Massachusetts Boston Faculty

Andrea Leverentz, BA, Tulane University, MA, PhD, University of Chicago, Assistant Professor of Sociology (CLA)

Erik Levine, BA, Thomas Edison State College, Assistant Professor of Art (CLA)

Steven Levine, BA, University of Colorado, PhD, The New School for Social Research, Assistant Professor of Philosophy (CLA)

David L Levy, BSc, University of Manchester, MBA, Tel Aviv University, DBA, Harvard University, Professor of Management (CM)

Barbara Lewis, BA, MA, Hunter College, MA, PhD, City University of New York, Professor of English (CLA)

Benyamin Lichtenstein, BA, University of California, Santa Cruz, PhD, Boston College, Assistant Professor of Management and Marketing (CM)

Joan Liem, BA, University of Rochester, PhD, Boston University, Professor of Psychology (CLA)

David Lisak, BA, University of Virginia, MA, PhD, Duke University, Professor of Psychology (CLA)

Raymond R Liu, BS, MBA, Dalian University, PhD, University of Oregon, Associate Professor of Marketing (CM)

Robert L Lublin, BA, Albright College, MA, Villanova University, MA, Brown University, Instructor in Performing Arts (CLA)

Catherine Lynde, BS, MS, Portland State University, PhD, University of California, Davis, Associate Professor of Economics (CLA)

Donaldo Macedo, BA, University of Massachusetts Boston, MA, New York University, EdD, Boston University, Professor of English and Applied Linguistics and Distinguished Professor of Liberal Arts and Education (CLA)

Anna Madison, BA, Howard University, PhD, University of Southern California, Associate Professor (CPCS)

Scott Maisano, BA, Tulane University, MA, PhD, Indiana University (Bloomington), Assistant Professor of English (CLA)

Elizabeth Marran, BA, Hamilton College, MFA, Cranbrook Academy of Art, Associate Professor of Art (CLA)

Jose Martinez-Reyes, BA, University of Puerto Rico, MA, Northeastern University, PhD, University of Massachusetts Amherst, Assistant Professor of Anthropology (CLA)

Maura B Mast, BA, University of Notre Dame, PhD, University of North Carolina, Associate Professor of Mathematics (CSM)

David Matz, BA, Brandeis University, JD, Harvard University, Professor (CPCS)

Catherine Mazza, BFA, Carnegie Mellon University, MFA, Rensselaer Polytechnic Institute, Assistant Professor of Art (CLA)

Margaret McAllister (RN, CS, FNP), BSN, Ohio State University, MA, New York University, PhD, Assistant Professor of Nursing (CNHS)

Emily A McDermott, BA, Bryn Mawr College, PhD, Yale University, Professor of Classics (CLA)

Kyle McInnis, BS, University of Lowell, MS, Springfield college, ScD, Boston University, Professor of Exercise and Health Sciences (CNHS)

Terrence McLarney, AB, College of the Holy Cross, JD, Columbia University, Associate Professor (CPCS)

Askold Melnyczuk, BA, Rutgers University, MA, Boston University, Associate Professor of English (CLA)

Charles Meyer, BA, MA, PhD, University of Wisconsin, Professor of English and Applied Linguistics (CLA)

Sylvia Mignon, BA, MSW, PhD, Northeastern University, Associate Professor (CPCS)

Michael A Milburn, BA, Stanford University, PhD, Harvard University, Professor of Psychology (CLA)

Bonnie Miller, BA, University of Delaware, MA, PhD, Johns Hopkins University, Assistant Professor of American Studies (CLA)

Ruth A. Miller, BA, Mount Holyoke College, MA, Princeton University, Associate Professor of History (CLA)

Laura A Milliken, BS, Plymouth State College, MS, PhD, University of Arizona, Associate Professor of Exercise and Health Sciences (CNHS)

Arthur Millman, AB, Columbia University, MA, PhD, University of Chicago, Associate Professor of Philosophy (CLA)

Candace Mitchell, BA, University of New Hampshire, MEd, PhD, Boston University, Associate Professor of Applied Linguistics (CLA)

Jon Mitchell, BM, Milliken University, MS, EdD, Northeastern University, Professor of Music (CLA)

Benjamin R Mollow, BA, Cornell University, PhD, Harvard University, Professor of Physics (CSM)

Celia Moore, BA, University of Texas, PhD, Rutgers University, Professor of Psychology (CLA)

Melissa Morabito, BA, University of Pennsylvania, MS, Columbia University, PhD, American University, Assistant Professor of Sociology (CLA)

Siamak Movahedi, LLB, University of Teheran, MS, California State University, Fresno, PhD, Washington State University, Professor of Sociology (CLA)

Stephen Mrozowski, BA, University of Rhode Island, MA, PhD, Brown University, Professor of Anthropology (CLA)

JoAnn Mulready-Shick, BS, University of Delaware, MS, University of Pennsylvania, EdD, University of Massachusetts Boston, Undergraduate Program Director (CNHS)

Tammy Barlow Murphy, BA, University of Massachusetts Amherst, MA, Boston College, Assistant Professor of Economics (CLA)

Marisol Negron, BA, Dartmouth College, MA, PhD, Stanford University, Assistant Professor of American Studies (CLA)

Rosalyn Negron, BA, University at Albany (SUNY), MA, PhD, University of Florida, Assistant Professor of Anthropology (CLA)

Duncan Nelson, BA, Wesleyan University, MA, PhD, Harvard University, Associate Professor of English (CLA)

Julie Nelson, BA, St. Olaf College, MA, PhD, University of Wisconsin, Associate Professor of Economics (CLA)

Paul Nestor, BA, MA, Boston University, PhD, Catholic University of America, Professor of Psychology (CLA)

Cheryl Nixon, BA, Tufts University, MA, PhD, Harvard University, Associate Professor of English (CLA)

Alfred G Noel, BET, Centre Pilote de Formation Technique, Haiti, MS, PhD, Northeastern University, Associate Professor of Mathematics (CSM)

Michael A Novak, BA, University of Dayton, AM, St Louis University, PhD, University of Cincinnati, Associate Professor of Management (CM)

Nadia Nurhussein, AB, Harvard University, PhD, University of California (Berkeley), Assistant Professor of English (CLA)

University of Massachusetts Boston Faculty

Erin O'Brien, BA, John Carroll University, MA, PhD, American University, Assistant Professor of Political Science (CLA)

Shaun O'Connell, BA, MA, PhD, University of Massachusetts, Professor of English (CLA)

Thomas O'Grady, BA, University of Prince Edward Island, MA, National University of Ireland, PhD, University of Notre Dame, Professor of English (CLA)

Maxim Olchanyi (Olshanii), MS, Institute of Engineering Physics (Moscow), PhD, Institute of Spectroscopy (Moscow), Associate Professor of Physics (CSM)

Mary Oleskiewicz, BMus, Youngstown State University, MA, Case Western Reserve University, PhD, Duke University, Associate Professor of Music (CLA)

Curtis Olsen, BA, Columbia College, MPh, PhD, Columbia University, Professor of Environmental, Earth and Ocean Sciences (CSM)

Elizabeth O'Neil, BS, Massachusetts Institute of Technology, MA, PhD, Harvard University, Professor of Computer Science (CSM)

Patrick O'Neil, SB, Massachusetts Institute of Technology, SM, University of Chicago, PhD, Rockefeller University, Professor of Computer Science (CSM)

Banu Özkazanç-Pan, BA, Johns Hopkins University, MBA, Loyola College, PhD, University of Massachusetts Amherst, Assistant Professor of Management and Marketing (CM)

Victoria Palmer-Erbs (RN, CS), BS, University of Wisconsin, MS, PhD, Boston University, Associate Professor of Nursing (CNHS)

David N Patterson, AB, Washington University, AM, PhD, Harvard University, Professor of Music (CLA)

Louise Penner, BA, University of Wisconsin at Milwaukee, PhD, Rice University, Associate Professor of English (CLA)

Sherry H Penney, BA, Albion College, MA, University of Michigan, PhD, State University of New York at Albany, Sherry H Penney Endowed Chair of Collaborative Leadership (CM)

William A Percy, BA, University of Tennessee, MA, Cornell University, MA, PhD, Princeton University, Professor of History (CLA)

John Perez, BA, University of Notre Dame, MA, California State University (Fullerton), MS, MPhil, PhD, Yale University, Assistant Professor of Psychology (CLA)

Mickaella Perina, DEA, University of Paris I, Sorbonne (France), PhD, University of Toulouse II, le Mirail (France), Assistant Professor of Philosophy (CLA)

Alexia E Pollack, AB, Columbia University, PhD, University of Virginia, Associate Professor of Biology (CSM)

Marc Pomplun, BS, PhD, University of Bielefeld, Associate Professor of Computer Science (CSM)

Marius Popescu, BS, Academy of Economic Studies (Romania), MBA, Texas Christian University, PhD, Virginia Tech, Assistant Professor of Accounting and Finance (CM)

Pratima Prasad, Bachelor of Commerce, MA, (Part I), University of Bombay, MA, PhD, University of Pennsylvania, Associate Professor of Modern Languages (CLA)

Marc E Prou, BA, University of Massachusetts, MA, Regis College, MEd, Suffolk University, MEd, EdD, University of Massachusetts Amherst, Associate Professor of Africana Studies (CLA)

Deyang Qu, BSc, Wuhan University (China), PhD, University of Ottowa, Assistant Professor of Chemistry (CSM)

Philip L Quaglieri, BS, Saint Peter's College, MS, PhD, Stevens Institute of Technology, Associate Professor of Management (CM)

Carrie Ann Quinn, BFA, New York University, MFA, Boston University, Assistant Professor of Performing Arts (CLA)

Jennifer Radden, BA, University of Melbourne, BPhil, DPhil, Oxford University, Professor of Philosophy (CLA)

D.V.G.L.N. Rao, BS, MA, PhD, Andhra University, Professor of Physics (CSM)

Michael Rex, BA, Indiana University, PhD, Harvard University, Professor of Biology (CSM)

Amy Rex-Smith (RN, CS), BSN, Seattle Pacific University, MS, Boston University, DNSc, University of California Los Angeles, Associate Professor of Nursing (CNHS)

Jean E Rhodes, BA, University of Vermont, MA, PhD, DePaul University, Professor of Psychology (CLA)

Karen Ricciardi, BA, Boston College, MA, Columbia University, PhD, University of Vermont, Assistant Professor of Mathematics (CSM)

Lisa Rivera, BA, University of California, Berkeley, MA, Cornell University, PhD, Cornell University, Assistant Professor of Philosophy (CLA)

Lorna Rivera, BA, DePaul University, MA, PhD, Northeastern University, Associate Professor (CPCS)

Wanda Rivera-Rivera, BA, MA, University of Puerto Rico, MA, PhD, Harvard University, Assistant Professor of Hispanic Studies (CLA)

William Robinson, AB, Boston University, MS, PhD, Northeastern University, Professor of Environmental, Earth, and Ocean Sciences (CSM)

Lizabeth Roemer, BA, Northwestern University, MA, PhD, Pennsylvania State University, Professor of Psychology (CLA)

Edward J Romar, BA, University of Massachusetts Boston, MA, Queens College, PhD, City University of New York, Lecturer in Management (CM)

Kenneth Rothwell, BA, University of Vermont, MA, MPhil, PhD, Columbia University, Associate Professor of Classics (CLA)

Rachel Rubin, BA, Barnard College, MPhil, PhD, Yale University, Professor of American Studies (CLA)

Javid Sadr, BSc, Simon Fraser University, PhD, Massachusetts Institute of Technology, Assistant Professor of Psychology (CLA)

Kathleen Sands, BA, Boston University, Master of Theological Studies, Harvard University, PhD, Boston College, Associate Professor of Religious Studies (CLA)

Mark Schlesinger, BA, Columbia College, MA, Colgate University, PhD, University of Michigan, Associate Professor of Communication (CLA)

C Heike Schotten, BA, Carleton College, MA, PhD, University of Notre Dame, Assistant Professor of Political Science (CLA)

Laura Schrader-Johnson, BA, Theatre Arts, Fordham University College at Lincoln Center, NYC, Juris Doctor, Lecturer of Performing Arts (CLA)

Russell K Schutt, BA, MA, PhD, University of Illinois, Chicago, Professor of Sociology (CLA)

Lloyd Schwartz, BA, Queens College, MA, PhD, Harvard University, Troy Professor of English (CLA)

Marietta Schwartz, BA, College of St Benedict, PhD, University of Wisconsin, Madison, Associate Professor of Chemistry (CSM)

University of Massachusetts Boston Faculty

Maureen Scully, AB, Harvard-Radcliffe Colleges, MA, PhD, Stanford University, Assistant Professor of Management and Marketing (CM)

Esther Seibold, BA, Brandeis University, BSN, Columbia University, MSN, University of Pennsylvania, DNSc(c), Yale University, Assistant Professor of Nursing (CNHS)

Ester Shapiro, BS, MA, Clark University, PhD, University of Massachusetts Amherst, Associate Professor of Psychology (CLA)

Ling Shi, BM, MMS, Beijing Medical University (China), Master of Biostatistics, PhD, Johns Hopkins School of Public Health, Assistant Professor of Nursing (CNHS)

Michael Shiaris, BS, University of Maryland, MS, Colorado State University, PhD, University of Tennessee, Professor of Biology (CSM)

Daniel G Shimshak, BEng, MEng, Stevens Institute of Technology, MBA, Baruch College, PhD, City University of New York, Professor of Management Science (CM)

Yong-Chul Shin, MBA, Seoul National University (Korea), MS, University of Illinois, PhD, Massachusetts Institute of Technology, Assistant Professor of Accounting and Finance (CM)

R Timothy Sieber, BA, Haverford College, MA, PhD, New York University, Professor of Anthropology (CLA)

Stephen Silliman, BA, Texas A&M University, MA, PhD, University of California, Berkeley, Associate Professor of Anthropology (CLA)

Nina M Silverstein, BS, University of Illinois, Urbana, PhD, Brandeis University, Professor (CPCS)

Dan Simovici, BS, MS, Polytechnical Institute of Jassy, PhD, University of Bucharest, Professor of Computer Science (CSM)

Rachel Skvirsky, AB, Oberlin College, AM, PhD, Harvard University, Associate Professor of Biology (CSM)

Carol Smith, BA, Brown University, PhD, Harvard University, Professor of Psychology (CLA)

Judith Smith, BA, Radcliffe College, PhD, Brown University, Professor of American Studies (CLA)

Woodruff D Smith, BA, Harvard University, MA, PhD, University of Chicago, Professor of History (CLA)

R Malcolm Smuts, BA, Yale University, PhD, Princeton University, Professor of History (CLA)

Eve Sorum, BA, Swarthmore College, PhD, University of Michigan, Assistant Professor of English (CLA)

John D Spence, AB, Grinnell College, JD, Harvard Law School, PhD, Massachusetts Institute of Technology, Associate Professor of Political Science (CLA)

Marian Spencer, BS, NS, CAGS, Boston University, Lecturer (CPCS)

Peter Spiegler, AB, Princeton University, MPP, PhD, Harvard University, Assistant Professor of Economics (CLA)

Rajini Srikanth, BA, Bangalore University, India, PhD, SUNY Buffalo, Associate Professor of English (CLA)

Lakshmi Srinivas, BSc, Mt. Carmel College (India), MA, University of California Berkeley, MA, PhD, University of California Los Angeles, Assistant Professor of Sociology (CLA)

Heidi Stanish, BPE, Acadia University, MS, Dalhousie University, PhD, Oregon State University, Associate Professor of Exercise and Health Sciences (CNHS)

Asgedet Stefanos, BA, Howard University, MA, Harvard University, PhD, Harvard University, Associate Professor (CPCS)

Mary H Stevenson, BA, Brandeis University, PhD, University of Michigan, Professor of Economics (CLA)

Robert D Stevenson, BS, Tufts University, MS, PhD, University of Washington, Associate Professor of Biology (CSM)

Nancy Stieber, AB, Radcliffe College, MLA, University of Michigan, PhD, Massachusetts Institute of Technology, Associate Professor of Art (CLA)

Taylor Stoehr, BA, Boston College, MA, PhD, University of California, Berkeley, Professor of English (CLA)

Michael Stone, AB, University of California, Los Angeles, PhD, Princeton University, Professor (CPCS)

Eileen Stuart-Shor, BS, St. Anselm College, MS, Boston College, PhD, University of Massachusetts Boston, Assistant Professor, Nursing

Manickam Sugumaran, BSc, MSc, Madras University, PhD, Indian Institute of Science, Professor of Biology (CSM)

Gregory Sun, BS, Beijing University, MS, Marquette University, PhD, Johns Hopkins University, Professor of Engineering (CSM)

Bala Sundaram, BSc, St. Stephen's College, MSc, Delhi University, PhD, University of Pittsburgh, Professor of Physics (CSM)

Stephen Sutherland, BA, University of the Witwatersrand (South Africa), MA, Northeastern University, PhD, University of Pittsburgh, Assistant Professor of English (CLA)

Karen L Suyemoto, BS, Tufts University, MS, University of Massachusetts Amherst, PhD, University of California, San Francisco, Associate Professor of Psychology (CLA)

Junichi Suzuki, BS, MS, PhD, Keio University (Japan), Assistant Professor of Computer Science (CSM)

Mohammad H. Tamdgidi, BA, University of California at Berkeley, MA, PhD, SUNY-Binghamton, Associate Professor of Sociology (CLA)

Shirley Tang, BA, Chinese University of Hong Kong, Associate Professor in American Studies (CLA)

David Tenenbaum, BSc, MSc, University of Toronto (Canada), PhD, University of North Carolina, Assistant Professor of EEOS (CSM)

David Terkla, BA, Williams College, MA, PhD, University of California, Berkeley, Professor of Economics (CLA)

Lynnell Thomas, BA Washington University (St Louis), MA, Tulane University, MA, PhD, Emory University, Assistant Professor of American Studies (CLA)

Yong Qian Tian, MS, University of Newcastle Upon-Tyne (United Kingdom), PhD, University of Waikato (New Zealand), Assistant Professor of Environmental, Earth and Ocean Sciences (CSM)

Lynne Tirrell, BA, University of Wisconsin-Madison, PhD, University of Pittsburgh, Associate Professor of Philosophy (CLA)

John Tobin, BS, Boston College, MA, PhD, University of Toronto, Professor of English (CLA)

Susan Tomlinson, BA, Sarah Lawrence College, MA, PhD, Brown University, Assistant Professor of English (CLA)

Ann Torke, BFA, Minneapolis College of Art and Design, MFA, University of California, San Diego, Associate Professor of Art (CLA)

Bela Torok, BS, MS, PhD, University of Szeged, Hungary, Associate Professor of Chemistry (CSM)

Marlana Torok, BS, MS, PhD, University of Szeged (Hungary), Assistant Professor of Chemistry (CSM)

University of Massachusetts Boston Faculty

Esther Torrego, Licenciada en Filosofia y Letras, Doctora en Filosofia y Letras, Universidad de Madrid, Professor of Spanish (CLA)

Maria Idali Torres, BA, University of Puerto Rico, MSPH, University of Massachusetts Amherst, PhD, University of Connecticut, Associate Professor of Anthropology (CLA), Director of Mauricio Gastón Institute

Duc Tran, BSc, Vietnam National University, PhD, University of Central Florida, Assistant Professor of Computer Science (CSM)

Ed Tronick, BS, MS, Cornell University, PhD, University of Wisconsin, Professor of Psychology (CLA)

Paul Tucker, BA, Williams College, MA, PhD, Yale University, Professor of Art (CLA)

Juanita Urban-Rich, BS, Southampton Campus of Long Island University, MS, Memorial University of Newfoundland, PhD, University of Maryland, Associate Professor of Environmental, Earth and Ocean Sciences (CSM)

Miren Uriarte, BA, University of Florida, MSW, Boston College, PhD, Boston University, Associate Professor (CPCS)

Ananya Vajpeyi, BA, University of Delhi (India), MA, Jawaharla Nehru University (India), MPhil, Oxford University (London), PhD, University of Chicago, Assistant Professor of History (CLA)

Alexey Veraksa, MS, Moscow State University, PhD, University of California, San Diego, Assistant Professor of Biology (CSM)

Kiran Verma, BSc, MSc, Punjab University, PhD, Michigan State University, Associate Professor of Accounting (CM)

Leonard Von Morzé, BA, University of California at Berkeley, MA, University of California at Irvine, PhD, University of California at Berkeley, Assistant Professor of English (CLA)

Frenck Waage, MBA, Phd, University of California at Berkeley, Lecturer in Management Science (CM)

Laurel Wainwright, BA, Oberlin College, MA, PhD, Boston University, Lecturer in Psychology (CLA)

Gordon Wallace, BS, Antioch College, PhD, University of Rhode Island, Associate Professor of Environmental, Earth, and Ocean Sciences (CSM)

James Ward, BA, Adrian College, MA, University of Michigan, PhD, Harvard University, Professor of Political Science (CLA)

Paul Watanabe, BS, University of Utah, MA, PhD, Harvard University, Associate Professor of Political Science (CLA)

Robert Weiner, BA, Brandeis University, MA, PhD, New York University, Professor of Political Science (CLA)

Eben Weitzman, BA, Swarthmore College, MA, PhD, Columbia University, Associate Professor (CPCS)

Theodora Welch, BA, McGill University, MBA, PhD, Concordia University, Assistant Professor of Management (CM)

Brian White, BS, Massachusetts Institute of Technology, PhD, Stanford University, Associate Professor of Biology (CSM)

Jessica Whiteley, BA, Bates College, MS, PhD, Virginia Polytechnic Institute and State University, Assistant Professor of Exercise and Health Sciences (CNHS)

Jean Wiecha, AB, Brown University, MS, PhD, Tufts University, Assistant Professor of Exercise and Health Sciences (CNHS)

Garrison H Wilkes, BA, Pomona College, PhD, Harvard University, Professor of Biology (CSM)

Julie Winch, BA, Cambridge University, MA, PhD, Bryn Mawr College, Professor of History (CLA)

Marion E Winfrey (RN), BS, Hunter College, MS, Boston College, CAGS, Boston University, EdD, Vanderbilt University, Associate Professor of Nursing (CNHS)

Ajume H Wingo, BA, University of California, Berkeley, MA, PhD, University of Wisconsin, Madison, Associate Professor of Philosophy (CLA)

Ann Withorn, BA, Florida State College, MA, Harvard University, PhD, Brandeis University, Professor (CPCS)

Roberta Wollons, BA, University of California at Berkeley, MA, PhD, University of Chicago, Professor of History (CLA)

Dennis H Wortman, BS, University of Maryland, PhD, Massachusetts Institute of Technology, Associate Professor of Mathematics and Computer Science (CSM)

Orville Wright, Diploma, Berklee College of Music, MEd, Cambridge College, Doctoral Studies, University of Massachusetts Boston, Assistant Professor and Department Chair of Performing Arts (CLA)

Sally Wright, BS, University of Colorado, MBA, Northeastern University, DBA, Boston University, CPA, Professor of Accounting (CM)

Peng Xu, BA, Tianjin University, PhD, Georgia State University, Assistant Professor of Management and Marketing (CM)

Raul Ybarra, BS, MA, California State University, Fresno, PhD, University of Illinois, Chicago, Associate Professor (CPCS)

Weili Ye, BA, Beijing Teachers College, PhD, Yale University, Professor of East Asian Studies, History, and Women's Studies (CLA)

Reef Youngreen, BA, University of California, Davis, MA, PhD, University of Iowa, Assistant Professor of Sociology (CLA)

Vivian Zamel, BA, City College of New York, MA, Boston University, MA, EdM, PhD, Columbia University, Professor of English (CLA)

Catalin Zara, BS, MS, University of Bucharest (Romania), PhD, Massachusetts Institute of Technology, Assistant Professor of Mathematics (CSM)

Judith Zeitlin, BA, Stanford University, MPhil, PhD, Yale University, Professor of Anthropology (CLA)

Wei Zhang, DBA, Northeastern University, Associate Professor of Management Science & Information Systems (CM)

Wei Zhang, BS, Nanjing University (P.R. China), PhD, University of Pittsburgh, Associate Professor of Chemistry (CSM)

Meng Zhou, BE, Tsinghua University, PhD, State University of New York at Stony Brook, Professor of Environmental, Earth, and Ocean Sciences (CSM)

Susan Zup, BA, Wittenberg University, PhD, University of Massachusetts Amherst, Assistant Professor of Psychology (CLA)

Leon Zurawicki, MEcSc, Central School of Planning and Statistics, Dipl Advanced European Studies, College of Europe, PhD, Warsaw University, Professor of Marketing (CM)

UNIVERSITY OF MASSACHUSETTS BOSTON EMERITUS FACULTY

The following faculty members now hold emeritus status. Some will have teaching responsibilities during the period covered by this catalog.

Feroz Ahmad, BA, Saint Stephen's College, Delhi University, MA, PhD, London University, Professor Emeritus of History (CLA)

Marvin M Antonoff, BS, MA, New York University, PhD, Cornell University, Professor Emeritus of Physics (CSM)

Christine Armett-Kibel, BSc, PhD, University College, University of London, Emerita Professor of Biology (CSM)

Bernice Auslander, BA, Barnard College, MS, University of Chicago, PhD, University of Michigan, Professor Emerita of Mathematics and Computer Science (CSM)

Carmelo Bazzano, BS, MS, Springfield College, EdD, Boston University, Professor Emeritus of Exercise and Health Sciences (CNHS)

Ruth Bennett, BS, PhD, Tufts University, Professor Emerita of Biology (CSM)

John Brereton, BA, Manhattan College, MA, PhD, Rutgers University, Professor Emeritus of English (CLA)

Martha Collins, BA, Stanford University, MA, PhD, University of Iowa, Professor Emerita of English (CLA)

Joseph Cooney, BS, Le Moyne College, MS, PhD, Syracuse University, Professor Emeritus of Environmental, Earth, and Ocean Sciences (CSM)

Theresa M Corcoran, BS, Bridgewater State College, EdM, Teachers College, City of Boston, EdD, Boston University, Professor Emerita of Exercise and Health Sciences (CNHS)

Patricia Davidson, AB, Middlebury College, MAT, EdD, Harvard Graduate School of Education, Professor Emerita of Mathematics (CSM)

Edith G DeAngelis, BS, Sargent College, Boston University, EdM, Boston University, EdD, Boston University, Professor Emerita of Exercise and Health Sciences (CNHS)

Robert Dentler, BS, MA, Northwestern University, MA, American University, PhD, University of Chicago, Professor Emeritus of Sociology (CLA)

Richard H Eckhouse, Jr, BSEE, Cornell University, MS, University of Illinois, PhD, State University of New York at Buffalo, Professor Emeritus of Computer Science (CSM)

Lawrence Foster, BA, PhD, University of Pennsylvania, Professor Emeritus of Philosophy (CLA)

Kenneth Frederick, BA, MA, PhD, University of Michigan, Professor Emeritus of English (CLA)

Phyllis Freeman, BA, State University of New York, Old Westbury, JD, Northeastern University, Professor Emerita (CPCS)

Matthew Gaffney, BS, Harvard College, PhD, University of Chicago, Professor Emeritus of Mathematics and Computer Science (CSM)

Frederick C Gamst, AB, University of California, Los Angeles, PhD, University of California, Berkeley, Professor Emeritus of Anthropology (CLA)

Gerald R Garrett, BA, Whitman College, MA, PhD, Washington State University, Professor Emeritus of Sociology (CLA, CPCS)

Irving Gershenberg, BA, City College of New York, MA, PhD, University of California, Berkeley, Professor Emeritus of Economics (CLA)

George Goodwin, Jr, BA, Williams College, MA, PhD, Harvard University, Professor Emeritus of Political Science (CLA)

Lawrence S Greene, BA, University of Vermont, DMD, Tufts University, PhD, University of Pennsylvania, Professor Emeritus of Anthropology (CLA)

Robert A Greene, BA, MA, Boston College, PhD, Harvard University, Professor Emeritus of English (CLA)

James Leland Grove, BA, Yale University, MA, PhD, Harvard University, Professor Emeritus of English (CLA)

Edythe Haber, BA, University of Michigan, MA, PhD, Harvard University, Professor Emerita of Russian (CLA)

Alan Harwood, BA, Harvard College, MA, University of Michigan, PhD, Columbia University, Professor Emeritus of Anthropology (CLA)

Jacqueline Haslett, BsEd, Bridgewater State College, EdM, EdD, Boston University, Associate Professor Emerita of Exercise and Health Sciences (CNHS)

Alan Helms, BA, Columbia University, PhD, Rutgers University, Professor Emeritus of English (CLA)

Susan Horton, BA, Defiance College, MA, PhD, Brandeis University, Professor Emerita of English (CLA)

Jean Humez, BA, Bennington College, MPhil, PhD, Yale University, Professor Emerita of Women's Studies (CLA)

Herbert Kamowitz, BS, City College of New York, ScM, PhD, Brown University, Professor Emeritus of Mathematics and Computer Science (CSM)

Lawrence Kaplan, BA, MS, State University of Iowa, PhD, University of Chicago, Professor Emeritus of Biology (CSM)

Seymour Katz, BA, Rutgers University, PhD, Harvard University, Professor Emeritus of English (CLA)

Anne K Kibrick, BS, Boston University, MA, Columbia University, EdD, Harvard University, Professor Emerita of Nursing (CNHS)

Charles Knight, BA, Haverford College, MA, PhD, University of Pennsylvania, Professor Emeritus of English (CLA)

Eleanor Kutz, BS, Boston College, MA, PhD, Indiana University, Professor Emerita of English (CLA)

Joan D Lukas, BA, Barnard College, PhD, Massachusetts Institute of Technology, Professor Emeritus of Mathematics and Computer Science (CSM)

Donald H Lyons, BA, University of Buffalo, MA, PhD, University of Pennsylvania, Professor Emeritus of Physics (CSM)

Margaret Mansfield, BA, Mount Saint Agnes College, MA, Catholic University of America, PhD, Cornell University, Professor Emeritus of English (CLA)

Emerson Marks, BA, City College of New York, MA, University of Iowa, PhD, New York University, Professor Emeritus of English (CLA)

Jane R Martin, BA, PhD, Radcliffe College, Professor Emerita of Philosophy (CLA)

Monica McAlpine, BA, Nazareth College of Rochester, MA, PhD, University of Rochester, Professor Emerita of English (CLA)

Peter J McClure, BS, Purdue University, MBA, DBA, Indiana University, Professor Emeritus of Marketing (CM)

University of Massachusetts Boston Emeritus Faculty

Michael G Mensoian, AB, Clark University, EdM, AM, CAGS, Boston University, EdM, Worcester State College, CLAS, University of Pittsburgh, PhD, University of Connecticut, JD, New England School of Law, Professor Emeritus of Environmental, Earth & Ocean Sciences (CSM)

Robert A Morris, BA, Reed College, MA, PhD, Cornell University, Professor Emeritus of Computer Science (CSM)

Ricardo Navas-Ruiz, MA, PhD, Universidad de Salamanca, Professor Emeritus of Spanish (CLA)

Frank J Nisetich, BA, MA, University of California, Berkeley, PhD, Harvard University, Professor Emeritus of Classics (CLA)

Diane Paul, BA, Northeastern University, MA, PhD, Brandeis University, Professor Emerita of Political Science (CLA)

Vincent Petronella, BA, City College of New York, MA, University of Oregon, PhD, University of Massachusetts Amherst, Professor Emeritus of English (CLA)

Frances L Portnoy, BS, University of Pennsylvania, MS, Boston University, MA, PhD, Brandeis University, Professor Emerita of Nursing (CNHS)

Richard Robbins, BA, Brooklyn College, MA, Washington State University, PhD, University of Illinois, Professor Emeritus of Sociology (CLA)

Louis E Roberts, BA, Bowdoin College, MA, Boston University, PhD, University of Massachusetts, Associate Professor Emeritus of Theatre Arts (CLA)

James J Ryan, BA, Queens College, MA, PhD, University of Wisconsin, Professor Emeritus of Spanish (CLA)

Fuad Safwat, BSc, University of Baghdad, MA, PhD, Washington University, Associate Professor Emeritus of Biology (CSM)

George Salzman, BS, Brooklyn College, MS, PhD, University of Illinois, Professor Emeritus of Physics (CSM)

R Joseph Schork, Jr, AB, College of the Holy Cross, DPhil, Exeter College, Oxford University, Professor Emeritus of Classics (CLA)

Ron Schreiber, BA, Wesleyan University, MA, PhD, Columbia University, Professor Emeritus of English (CLA)

Lowell M Schwartz, BS, Massachusetts Institute of Technology, MS, California Institute of Technology, PhD, Massachusetts Institute of Technology, Professor Emeritus of Chemistry (CSM)

Robert Seeley, BS, Haverford College, PhD, Massachusetts Institute of Technology, Professor Emeritus of Mathematics (CSM)

Lester A Segal, BSS, City College of New York, MA, Ohio State University, PhD, Columbia University, Professor Emeritus of History (CLA)

Myron Segelman, BS, MS, Massachusetts College of Pharmacy, MS, Northeastern University, PharmD, Creighton University, Professor Emeritus of Nursing (CNHS)

Marshall Shatz, Professor Emeritus of History (CLA)

Louise Smith, BA, University of Michigan, MA, University of California, Berkeley, PhD, University of Virginia, Professor Emerita of English (CLA)

Robert H Spaethling, BA, MA, PhD, University of California, Berkeley, Professor Emeritus of German (CLA)

Robert Steamer, BA, Bucknell University, MA, University of Virginia, PhD, Cornell University, Professor Emeritus of Political Science (CLA)

Robert Swartz, BA, PhD, Harvard University, Professor Emeritus of Philosophy (CLA)

Nicholas Tawa, BA, Harvard College, MA, Boston University, PhD, Harvard University, Associate Professor Emeritus of Music (CLA)

Richard Tenney, BA, University of California, Los Angeles, MS, PhD, Cornell University, Professor Emeritus of Computer Science (CSM)

Glenn E Tinder, BA, Pomona College, MA, Claremont Graduate School, PhD, University of California, Berkeley, Professor Emeritus of Political Science (CLA)

Barbara F Turner, BA, Antioch College, MA, DePaul University, PhD, University of Chicago, Professor Emerita (CPCS)

Castellano Turner, BA, MA, DePaul University, PhD, University of Chicago, Professor Emeritus of Psychology (CLA)

Hans van Willigen, BA, PhD, University of Amsterdam, Professor Emeritus of Chemistry (CSM)

Robert S Weiss, BS, University of Buffalo, MA, PhD, University of Michigan, Professor Emeritus of Sociology (CLA), Gerontology Fellow (CPCS)

Harold Wolozin, BS, Tufts University, PhD, Columbia University, Professor Emeritus of Economics (CLA)

Leverett J Zompa, BS, Merrimack College, MS, College of the Holy Cross, PhD, Boston College, Professor Emeritus of Chemistry (CSM)

Standards, Regulations, and Procedures

ACADEMIC REGULATIONS

Requirements and Standards

Sections below designated by asterisks* do not apply to the College of Public and Community Service. For further information about CPCS regulations and procedures, see the section of this publication on the College of Public and Community Service. Please note also that individual college or program requirements and policies may in some areas be more restrictive than those described here. Please see individual college sections for complete information.

*Graduation Requirements**

To receive a bachelor's degree, a student must (a) meet the requirements of a major department or professional program; (b) fulfill the general education requirements of the university as interpreted by his or her college, school, or professional program (these include the First-Year and Intermediate Seminars; the Freshman Composition and Writing Proficiency requirements; Quantitative Reasoning; Diversity; and the various Distribution Areas); (c) maintain a minimum 2.0 cumulative average; and (d) successfully complete at least 120 credit hours (123 for nursing majors). This total must include a minimum of 30 residency credits at the university. For students admitted to the university prior to the fall of 1979, this total must include 45 residency credits. Note: further information about graduation requirements appears in the sections of this catalog in which individual colleges, schools, and programs are described.

Transfer of Credit

UMass Boston will accept no more than 90 transfer credits toward a bachelor's degree (or, in the case of students admitted prior to the fall of 1979, 75 credits). There is one exception to this rule: for the BS in nursing, the transfer credit maximum is 93.

UMass Boston will accept no more than 70 transfer credits from two-year colleges (colleges granting no degree higher than the associate's degree) toward a bachelor's degree.

To receive transfer credit:

- Course content must be considered equivalent to that offered by UMass Boston.
- A grade of C- or better is required (College of Nursing and Health Sciences awards credit for courses where the grade was at least a C+).
- Course must have been completed at a regionally accredited institution.

Transfer of International Credit

Students must request a course-by-course evaluation from an independent credit evaluation service in order for the university to provide a transfer credit evaluation.

Transfer Credit Evaluations (TCEs)

TCEs are provided to students after they have been admitted. A TCE shows how many credits have been accepted and how accepted courses apply to the general education curriculum.

Faculty Review

Courses marked for faculty review need to be evaluated by the appropriate department. Students supply a course description and submit it along with a Faculty Review Form at the Office of Undergraduate Admissions. Please note that the Accounting and Finance Department requires students to submit a syllabus in lieu of a course description.

MassTransfer

Students who have completed the MassTransfer Block will have 34 credits.

Prior Approval

Any currently enrolled UMass Boston student who wishes to transfer credit must obtain UMass Boston approval before taking that course. Approval forms are available at The One Stop. Departmental, college, or university policy may prohibit transferring certain credits or make credits inapplicable to certain requirements.

UMass Boston students may appeal a decision regarding the awarding of transfer credit to the associate vice chancellor for enrollment management. Appeals will be reviewed in consultation with representatives of the appropriate college or academic department and/or the Admissions and Registrar's Offices.

*Departmental and University Honors**

A student may graduate with honors in his or her major field by meeting the requirements of a departmental honors committee, which usually involve successful completion of an honors thesis or seminar or attainment of a 3.5 average in the field. Admission to honors work is governed by the departmental honors committee, although a cumulative average of 3.0 is required of honors students in all departments. Students may count up to six hours of honors work toward graduation, whether or not it meets departmental standards for honors.

The University Honors Program offers an enriched curriculum outside the major to academically talented students. For complete information, see the "University Honors Program" section of this publication.

Each college names students to its Dean's List based on semester grade point average. This distinction is entered on the student's transcript and acknowledged by a congratulatory card or letter. The colleges also elect students to membership in various national honor societies, and hold annual Honors Convocations at which outstanding student achievement is recognized.

The University bestows three separate honors designations for scholastic excellence reflected in the cumulative average:

Summa cum laude	3.75 or above
Magna cum laude	3.50 to 3.74 inclusive
Cum laude	3.30 to 3.49 inclusive

A special seal affixed to the student's diploma reflects the bestowal of an honors designation.

Attendance

Students are expected to attend all scheduled classes. No administrative control of attendance is exercised except as hereinafter provided. In case of illness, students should explain their absence directly to their instructors. Grades shall not be reduced because of absences due to illness when students have met their instructors' requirements for making up back work. Students may report illnesses to the university Health Service, which will verify dates of illness if requested by faculty members.

*Course Load for Full-time Students**

Full-time freshmen and sophomores normally carry four courses for 12 credit hours; full-time juniors and seniors normally carry five courses for 15 credit hours. A junior or senior science major may carry a course load of 18 credits. A student with a cumulative average of at least 3.0 overall (or at least 3.5 in the most recently completed semester) may take one extra course in excess of 18 credit hours with the permission of his or her advisor. Students in the Colleges of Liberal Arts and Science and Mathematics must obtain such permission from the Office of Undergraduate Studies.

Academic Regulations

Administrative Procedures

*Transfer Records**

The cumulative average of a transfer student at a former school is not carried over to the university. The student begins to achieve a new cumulative average upon enrollment. A transfer student cannot be dismissed for poor grades in the first semester at the university but, for all subsequent semesters, the student must attain the cumulative average necessary for good standing in the class to which he or she was assigned (see the section on "Academic Standing").

Registration

Registration Policy: New students and continuing students who are in good academic and financial standing with the university may register. A student who wishes to obtain a degree from the university must be formally admitted to a program. Applications and information may be obtained at the Admissions Office, or by calling the Enrollment Information Service at 617.287.6000. TTY/TDD for the hearing impaired is 617.287.6010. E-mail is bos.admis@umassp.edu.

A matriculated student who has not been continuously enrolled must file an application for readmission with The One Stop.

Registration Procedures: All currently enrolled students in good academic and financial standing are expected to register, using the the Web (WISER), during a registration period near the end of each semester, for the following semester. Complete information about dates, procedures, billing, advising schedules, and locations is available at The One Stop during the registration period. Bills are mailed to students who register.

Registration During the "Add/Drop Period": New, readmitted, or non-degree students may register during the Add/Drop Period at the beginning of the semester for which they are registering.

Late Registration Policy: All continuing degree-seeking and certificate students must register during the Registration Period; all new, readmitted, or non-degree students must be registered by the end of the Add/Drop Period. Otherwise these students will be assessed late registration fees of $50.00.

Course Changes

Students may add, drop, or substitute courses without notation of change on their records during the Add/Drop Period—usually five days at the beginning of each semester. Students are academically as well as financially liable for all courses not officially dropped during the Add/Drop Period. To add/drop, a student should

- drop all courses using the Online Registration System
- use the Online Registration System to add most courses (refer to the Schedule of Courses Book)
- pick up an Add Form in The One Stop to add specific courses (refer to the Schedule of Courses Booklet)

Course Withdrawal Option

After the Add/Drop Period, and within the published course withdrawal date, a student may withdraw from individual courses using the Online Registration System. The grade of "W," given for withdrawn courses, will remain on the student's record but will not be calculated in the cumulative quality point average. To withdraw from a course a student must access the Online Registration System after the end of the Add/Drop period and before the published course withdrawal deadline. Instructions and deadlines are listed on the Course Pass/Fail & Course Withdrawal Worksheet in the Schedule of Courses book, available each semester from The One Stop.

Please note:

- Withdrawal from a course cannot be cancelled after the deadline.
- No refund is issued for course withdrawals.
- Failure to attend class does not constitute an automatic withdrawal.
- Any student who does not complete the requirements for a course, who does not secure approval for a grade of "INC" (Incomplete) in the course, and who does not withdraw from the course by following the withdrawal procedure described above, will receive a grade of "F" in that course at the end of the semester unless the instructor has submitted the grade of "NA" for the student during the third week of classes.

*Change of Major**

A student who has declared a major field and wishes to change it within the same college must obtain a "Change of Major" form from The One Stop. The student must then consult with, and obtain the written approval of, the chairperson of the new major department, and return the completed form to The One Stop. This form may also be used to declare a second major or a minor.

Final Examination Schedule Changes

A student may have a final examination re-scheduled if he or she has two examinations scheduled at the same time or three examinations scheduled on the same day. The student should request such a change from the instructors involved.

Inter-college Transfer

UMass Boston students wishing to change their collegiate affiliation from CLA to CSM or vice versa can do so by simply changing their major (see above). Students wishing to make any other collegiate affiliation changes (for instance, from CLA to CNHS or from CM to CSM) must obtain an InterCollege Transfer

Form from The One Stop and follow the written directions accompanying that form. Notification of approval of the transfer and information regarding registration for courses for the following semester will come from the new college.

Applying for a Second UMass Boston Undergraduate Degree

UMass Boston students wishing to seek a second undergraduate degree from the university may obtain a Second Degree Application from The One Stop. To apply for a second degree, submit this application form, with all college transcripts, to the Student Services Office of the college from which you wish to earn a second degree. Notification of approval will come from the college; course registration information will come from the Registrar's Office.

Grading

Letter Grades, Numerical Equivalents, and Cumulative Averages*

The University uses a system of letter grades which are equivalent to numerical "quality points" according to the following list:

Academic Regulations

Letter Grade	Quality Point Equivalent
A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00
C-	1.70
D+	1.30
D	1.00
D-	0.70 minimum passing
F	0.00 fail
INC	Incomplete
P	Passing, under Pass/Fail Option (see below)
Y	Interim grade in a declared year-long course
W	Withdrawn
NA	Not Attending

The quality points for each grade are multiplied by the number of credits for the course, and the totals for all courses added to arrive at the student's cumulative quality point figure. The cumulative quality point figure is divided by the number of cumulative credit hours to obtain the grade point average.

*The Pass/Fail Option**

While working towards an undergraduate degree, a student may select one, but no more than one, course each semester, up to a maximum of eight, to be taken on a pass/fail basis. (Mandatory pass/fail courses are not counted toward this limit.) The grade of "P" will be given for a successfully completed Pass/Fail course; it will be included in credit toward graduation, but not in the cumulative grade point average. The grade of "F" will count as a failure and will lower the student's grade point average accordingly. When students opt for the pass/fail grade, they may not be held to a higher standard for receiving a pass than the general standard. That is, a grade of D- or better earns a pass. An instructor may not impose any other minimum grade (a C, for instance) for assigning a pass.

To enroll in a course on a pass/fail basis, a student must access the Online Registration System after the end of the Add/Drop period and before the published pass/fail deadline. Instructions and deadlines are listed on the Course Pass/Fail & Course Withdrawal Worksheet in the course schedule book, available each semester from The One Stop.

Please note that 1) a pass/fail selection cannot be cancelled after the published pass/fail deadline; and 2) students should carefully check their college and major, department, or professional program requirements with respect to pass/fail courses before exercising the pass/fail option.

The Not-Attending (NA) Grade

The Not-Attending (NA) grade signifies that although a student registers for a course and appears on the class roster, the student never attended the class. The faculty member has the option of submitting an NA grade by the third week of classes. The NA grade is not a substitute for dropping a course, since a student is still responsible for all tuition and fee charges for courses designated NA on his/her record. The NA grade has no effect on the student's cumulative grade point average, nor on a student's financial aid award package. Note: VA benefits may be affected. For information about VA benefits contact the Office of Veterans Affairs at 617.287.5875.

*The Incomplete (INC) Grade**

The incomplete (INC) grade is reported only where a portion of the assigned or required class work, or the final examination, has not been completed because of serious illness, extreme personal circumstances, or scholarly reasons at the request of the instructor. A student who would fail the course regardless of the missing work will not receive an incomplete, but will fail the course.

A student wishing to receive the INC grade must obtain the instructor's permission and must fill out the "Grade Incomplete" form, available from the appropriate departmental office. A student receiving the grade of Incomplete is allowed one full year in which to complete the course. The new grade must be submitted to the Registrar's Office by the grading deadline for that semester, i.e., by the end of the next fall semester for fall incompletes; by the end of the next spring semester for spring incompletes. The grade for any course not completed by this deadline will be converted to the grade of "F", and the student will not be allowed to complete the course.

*Failed Courses**

A failed course required for a degree must be repeated within the time limit established. If it is repeated and passed, the original failure will not be computed in the cumulative average, although it will remain on the student's record.

*Retaking Courses**

As a rule, a student may retake a course once, regardless of the grade received the first time. In such cases, both grades will appear on the transcript, but only the second grade will count toward the student's cumulative average. A total of four courses may be retaken, one time each. In all cases, the second iteration of the course must be identical to the first.

Exceptions to this rule are as follows:

- A student may not retake a course if it is a prerequisite for a more advanced course that he or she has already taken and passed. For example, a student who has passed Spanish 102 may not retake Spanish 101.
- Certain courses (many Special Topics and Independent Study courses, among others) have been designated as "repeatable for credit." A poor grade in such a course cannot be replaced by a grade from a later retake of the course. Instead, each grade will count toward the student's cumulative average, and each time the student passes such a course s/he will earn credits. For a complete listing of undergraduate courses of this kind, check with the Office of Undergraduate Studies.
- Certain colleges and/or majors may have stricter limitations on which or how many courses may be retaken. Students are advised to check with their major departments before retaking any course.

If a student urgently needs to retake an undergraduate course (for example, to meet a major requirement), but the policy described above prohibits doing so, he or she may appeal before registering to the Office of Undergraduate Studies. Under no circumstances, however, will a student be allowed to retake a prerequisite for a more advanced course that has already been passed.

Note: A student may repeat the equivalent of a UMass Boston course at another institution, and receive transfer credit for that course, only if the student originally received an F in the UMass Boston course.

Regulations Governing Academic Standing

Students must maintain a required minimum 2.00 cumulative average.

Academic Good Standing: A student is in good standing if he or she maintains a 2.0 or higher cumulative average.

Academic Alert: A student in their first semester at UMass Boston (freshman,

Academic Regulations

transfer, or non-matriculated student) whose GPA at the end of that first semester is below 2.0 receives a notice of Academic Alert. This serves to alert the student to potential academic problems and encourages them to seek advising.

Academic Warning: A student in their second or subsequent semester at UMass Boston whose semester average falls below 2.00 but whose cumulative average still meets the required minimum receives notice of Academic Warning

Academic Probation: A student in their second or subsequent semester at UMass Boston whose cumulative average does not meet the required minimum of 2.0 is placed on probation. A letter is sent informing the student of his or her probationary status and strongly urging consultation with the student's advisor to review the forthcoming semester's program.

While on academic probation, a student shall not be eligible to hold office in any recognized student organization, to represent the university in any sense, or to participate on any intercollegiate athletic team.

Academic Suspension: The student who does not meet the required minimum cumulative average for the second consecutive semester is suspended for one semester. The student must apply for readmission through the appropriate authority. The readmitting body may set conditions on the student's schedule, and shall set standards for retention. A student who has received a semester average of at least 2.25 for the semester immediately preceding (having completed at least six credits with grades other than P, F, or INC) will instead be placed on Extended Probation, giving the student another semester in which to achieve a cumulative GPA of 2.0. Students are eligible for multiple semesters of Extended Probation, as long as they continue to meet these minimum conditions.

Academic Dismissal: A student who, subsequent to suspension and readmission, does not meet the retention standards set by the readmitting body shall be dismissed. A student who has been dismissed may appeal for readmission after one year.

A student who is suspended or dismissed may not enroll as a Special Student and may not take courses through the Division of Corporate, Continuing, and Distance Education (either in the regular semester or during summer or winter sessions).

Note: These minimum retention standards may be subject to more restrictive collegiate policy. They do not apply where a cumulative grade point average is not tabulated.

Voluntary Withdrawal

Students may withdraw from the university before the last day of classes of a semester, although the effective date of withdrawal is that on which all forms are completed, signed and returned to the Office of the Registrar. Students withdrawing receive a "W" for each course in which they are enrolled. Failure to complete a withdrawal form will result in the recording of the grade of "F" for all courses at the end of the term. To withdraw from the university, a student must do the following:

- consult with a member of the university Advising Center, who will provide and sign a withdrawal form;
- receive clearance from any University office in which financial charges have been accrued. These offices may be the library, the Health Services Office, the Bursar's Office, the Office of the Vice Chancellor for Student Affairs, the Office of Financial Aid Services, the bookstore, and the science laboratories.

Readmission to the University

Students who leave the university in good standing may resume their studies by obtaining a readmission form from The One Stop, completing it, and returning it to that Office, with a readmission fee of $25.00 in a check or money order made payable to the university of Massachusetts Boston. They will be notified in writing of their readmission status.

Students who have been suspended or dismissed from the university and wish to resume their education should pick up and complete a readmission form from The One Stop, which will provide college-specific guidelines, and write a letter of appeal addressed to the relevant committee of the college to which they are attempting to gain readmission.

All previous course work at the university remains part of the permanent record for students who have been readmitted, and the cumulative average includes all prior grades, regardless of how much time elapsed between enrollments. Please note: Students who are absent from the university for four or more consecutive semesters are subject to all requirements and policies in effect the semester they return.

Deadlines for Receipt of Readmission Forms

Students wishing to re-enter the university in the fall semester must have their readmission forms received by May 1, and in the spring semester by November 1. After these dates, readmission will be permitted only upon the availability of space.

Leave of Absence

Degree-seeking (matriculated) students intending to complete a degree at UMass Boston may take a leave of absence from the university for one or more semesters. They may request such a leave at any point during a semester before the last day of classes. Students taking a leave of absence receive a "W" for each course in which they are enrolled.

Please note: Re-enrollment after a leave of absence is automatic, but students resuming their studies must obtain forms from The One Stop and complete them by June 1 for fall term resumption and November 1 for spring term resumption. There is a $25.00 re-enrollment fee.

Certificate Students

Certificate students are subject to the same regulations on academic standing as matriculated students.

*Non-degree Students**

Non-degree students are subject to the same retention standards as degree-seeking students, namely a minimum 2.0 grade point average.

A non-degree student who does not meet these retention standards shall be dismissed. Non-degree students wishing to appeal a dismissal must do so through the Registrar's Office.

ACADEMIC STANDARDS, CHEATING, AND PLAGIARISM

University Policy on Academic Standards and Cheating

The first obligation of students is to pursue conscientiously the academic objective which they have determined for themselves. Students are expected to conform to all regulations of the university, of the college in which they are enrolled, and of the classes in which they are registered. It is further expected that all examinations, tests, written papers or other assignments completed as a part of academic programs are the product of the student's own work and effort.

This means that students may not solicit or use unauthorized material or assistance for their own benefit and may not offer or give such assistance to another student. Every written report or similar class assignment must indicate fully the sources from which the information used is obtained, and any verbatim quotations or paraphrases must be clearly indicated as such and properly credited to the source from which they were extracted or adapted.

Academic dishonesty may also involve cheating or plagiarism. Cheating is defined as the use of illegal techniques (slips, copying, signs, etc.) to convey or receive answers during examinations. Plagiarism is described and defined in the section below.

University Statement on Plagiarism and the Documentation of Written Work

The honest documentation of the student's written work is absolutely essential. The faculty of UMass Boston expects each student's papers to derive from the student whose name appears on them. The student who submits a paper which derives from unacknowledged sources plagiarizes by representing as her or his own the words and ideas of others. Every student, therefore, has a serious obligation to her or himself and to the university to acknowledge any joint work in the laboratory or in outside investigation. She or he must respond to examination questions on the basis of her or his own effort. Because ignorance does not excuse any violation of this basic principle—that derived writing must be clearly acknowledged—the faculty has adopted the following guidelines regarding documentation.

1. In writing themes, essays, and term papers for her or his courses at UMass Boston, the student should strive to say what she or he has to say in her or his own words. She or he should carefully avoid repeating words and phrases taken from books and articles written by other people, or from internet sources.

   It is often quite proper, however, to summarize or paraphrase what someone else has written on a given subject, but the student must put the summary or paraphrase in her or his own words.

   The student not only should strive to put in smooth language of her or his own what someone else has written, but must also give full credit in her or his text of the writer whose ideas she or he is summarizing. Phrases like "according to Joan Smith" and "Joan Smith says" should always accompany a summary or paraphrase of another writer's material. And in text or in a footnote the exact source (title of book or internet article), as well as author, date, and place of publication, and the page or pages from which the summary is taken) should be given.

   In general, footnotes are unnecessary in short papers dealing with a single work and not deriving from a variety of sources. The student is frequently required to discuss single works in her or his themes, and in such cases it is economical and convenient to dispense with a complicated documentary apparatus and to record page numbers in parentheses in the body of the paper.

   It is not necessary to document specific facts which are common knowledge. But facts and opinions which are new discoveries by the student's sources, or debatable matters for which the student's source is taking responsibility, must always be documented.

2. On occasion the student may find it helpful to use direct quotations. It is important to observe the following rules in quoting the words of others.

   The words quoted must be exactly as they appear in the original source. The reader must be informed, either in brackets or in a footnote, of even the slightest change made in the original passage. More specifically, the omission of words from a quoted passage must be indicated by three dots (...), but any punctuation contained in the original must be given in addition to the three dots (...). Any words inserted by the student into a quoted passage, by way of omitted information, must be included in square brackets. The use of italics to emphasize words and phrases not italicized in the original must also be indicated with square brackets: italics mine. When a student is quoting from a source which is in turn quoting from another source, the student must make this fact clear to the reader. The following principle governs documentation in general: The reader should know what material belongs to the author of the paper and what material belongs to her or his sources.

3. There remain some questions related to documentation standards and these should be considered briefly.

   One source of confusion in the documentation of written work is the degree to which a student may be responsible for acknowledging those ideas which have developed from conversation or class discussion. Here good sense and honesty are the criteria, and the student must decide how to conduct her or himself with self-respect. Any student in doubt about the independence of what she or he is writing would be wise to indicate briefly that the ideas are not her or his own. Phrases like "one of my classmates suggests" or "the conclusion reached in class was" are usually adequate for this purpose.

   Again, the student may sometimes ask a typist to prepare a final copy of her or his paper, but the faculty expects that the typist has done nothing whatever materially to change the paper as written by the student. Such papers, like those the student herself or himself types, deserve careful proofreading to insure that the paper represents her or his independent work and that the copy is free of mechanical errors. Again, a student sometimes wishes to submit the same paper in two separate courses. Because it is dishonest to represent such a paper as one designed for one course alone, the student should seek the permission and approval of the instructor in each course.

4. Although scholars have agreed upon certain conventions for documentation, many of which have been discussed above, the student must decide for herself or himself the frequency and extent of documentation. She or he has, therefore, a great responsibility.

   She or he should document when in doubt and make unequivocally clear the distinction between what belongs to herself or himself and what belongs to others. Plagiarism may take many forms: presenting passages from the works of others as works of one's own, the unacknowledged paraphrasing of ideas developed by another, the creation

Academic Standards, Cheating, and Plagiarism

of a patchwork of phrases and ideas, often from several sources, and the uncredited use of a strikingly appropriate term resulting from another's ingenuity (as, for instance, David Riesman's term 'unmerry emulative chase' in reference to American social pressures). All of these uses are dishonest. Indeed, plagiarism is a serious offense and may be attended by severe penalties, including expulsion from the university.

Term paper corporations are illegal enterprises in the Commonwealth of Massachusetts. A person convicted of selling term papers, theses, or research papers intended to be used for academic credit may be fined not more than $100 or imprisoned for not more than six months or both.

The same penalties apply for persons convicted of taking an examination or examinations for another at an educational institution.

Students suspected of cheating and/or plagiarism will be subject to university policies, procedures and sanctions as described in the "Code of Student Conduct," found under "Student Rights and Responsibilities" in this section.

ADMINISTRATIVE WITHDRAWAL AND REINSTATEMENT

A student may be administratively withdrawn from the university, if, after due notice, the student fails to satisfy an overdue financial obligation to, or to comply with certain administrative requirements of, the campus of the University of Massachusetts at which the student is registered.

I. Conditions Warranting Administrative Withdrawal

Any of the following conditions may warrant administrative withdrawal.

A. Failure to comply with administrative requirements, specifically:
   1. Failure by a student to satisfy an overdue financial obligation to the university, consisting of tuition, loans, library charges, or other student charges, including orientation, student activities, health services, child care, and other such fees as may be established from time to time.
   2. Failure to comply with other administrative requirements, such as the submission of health forms, etc.

B. Forgery, fraud, or falsification of information on any official university form or document, such as Bursar's Clearance Card, grade report, recommendations, transcripts, etc.

C. Certified physical health or mental problems of a hazardous nature.

II. Effects of Administrative Withdrawal

If administratively withdrawn, a student shall:

A. cease to be enrolled and shall not be allowed to complete the current semester or to register for future semesters;

B. return his or her identification card and any and all other property belonging to the university currently in his or her possession;

C. receive no further material or notification from the Office of the Registrar concerning university affairs.

III. Procedures for Implementing Administrative Withdrawal

A. Procedures to be applied to cases brought under the conditions of Section I.A.
   1. The appropriate administrative official may recommend to the Office of the Registrar that a student be administratively withdrawn from the university.
   2. The administrative official shall make his or her recommendation in writing to the Office of the Registrar, detailing his or her compliance with the following requirements:
      a. The recommendation must be based on one of the grounds set forth in Section I.A.
      b. The facts upon which the recommendation is based must be ascertained and stated precisely and accurately.
      c. An attempt to resolve the matter must have been made by the administrative official by mailing to the student at his or her last known address a written notice of the proposed recommendation for withdrawal and the reasons therefore, such matter not having been successfully resolved within fourteen calendar days of the mailing of said notice.
   3. If the Registrar is satisfied that the conditions specified in paragraph 2 of this section have been satisfied, he or she shall send a certified letter to the student at his or her last known address setting forth the recommendation for withdrawal and the reasons therefore, and notifying said student that he or she may within fourteen calendar days after said letter is mailed request a hearing on the matter with the Director. The Director shall include with the certified letter a copy of the Rules and Regulations Governing Administrative Withdrawal.
   4. If the student does not request a hearing with the Director or take action satisfactory to the Director to resolve the matter within the time allotted in paragraph 3 of this section, the Director shall administratively withdraw the student from the university no sooner than the fifteenth calendar day following the mailing of the notice provided for in said paragraph.
   5. If a student requests a hearing within the time allotted in paragraph 3 of this section, the Director shall schedule a hearing at the earliest practicable date. If the Director decides in favor of the administrative withdrawal, the

Administrative Withdrawal and Reinstatement

Director shall forthwith withdraw the student.

B. Procedures to be applied to cases brought under conditions B and C of Section I.

1. The appropriate administrative official may recommend to the Administrative Withdrawal Review Committee that a student be administratively withdrawn from the university.

   The administrative official shall make his or her recommendation in writing to the Administrative Withdrawal Review Committee detailing his or her compliance with the following requirements:

   a. The recommendation must be based on one of the grounds set forth in Section I.B or C;

   b. The facts upon which the recommendation is based must be ascertained and stated precisely and accurately;

   c. An attempt to resolve the matter must have been made by the administrative official by mailing to the student at his or her last known address a written notice of the proposed recommendation for withdrawal and the reasons therefore, such matter not having been successfully resolved within fourteen calendar days of the mailing of said notice.

2. If the Administrative Withdrawal Review Committee is satisfied that the conditions specified in paragraph 2 of this section have been satisfied, it shall send a certified letter to the student at his or her last known address setting forth the recommendation for withdrawal and reasons therefore and notifying said student that he or she may within fourteen calendar days after said letter is mailed request a hearing on the matter with the Committee.

3. If the student does not request a hearing with the Committee or take action satisfactory to the Committee to resolve the matter within the time allotted in paragraph 3 of this section, the Committee shall instruct the Registrar to administratively withdraw the student no sooner than the fifteenth calendar day following the mailing of the notice provided for in said paragraph.

4. If a student requests a hearing with the Committee within the time allotted in paragraph 3 of this section, the Committee shall schedule a hearing at the earliest practicable date. The student shall have the right to testify and to present witnesses or such other evidence as may be relevant; in addition the student shall have the right to have a physician or attorney present, to cross-examine witnesses, or all of these. The Committee shall hear the case and decide whether facts exist which warrant administrative withdrawal under Section I.B or C. If the committee decides in favor of administrative withdrawal it shall submit to the student a written statement of its findings, its decision, and the conditions under which the student may be reinstated.

5. The student may appeal a decision by the Committee in favor of withdrawal to the Vice Chancellor for Student Affairs (Dean of Students) within seven calendar days of the Committee's decision. If the student does not appeal the Committee's decision within the seven calendar days allotted, the Committee shall instruct the Registrar to withdraw the student. If the student does appeal to the Vice Chancellor for Student Affairs within the time allotted, the Vice Chancellor shall schedule an appointment at the earliest practicable date and at that time shall confer with the student, accompanied by counsel if the student so wishes, regarding the Committee's finding, decision, and determination of reinstatement conditions. If the Dean affirms the Committee decision, he or she shall notify the student of his or her decision, and instruct the Registrar to withdraw the student. On appeal from the student, the Dean of Students may modify the reinstatement conditions.

IV. Reinstatement

A. Reinstatement from administrative withdrawal brought under the conditions of Section I.A.

1. Any student who has been administratively withdrawn under Section I.A may make arrangements with the Registrar for the resolution of the matter. Upon such a resolution satisfactory with the Director, the Director shall forthwith reinstate the student to active enrollment status. The determination of whether a reinstated student shall receive credit for the period for which he or she was withdrawn shall be made by the instructor for each course involved.

2. A student who fails to resolve the matter in the semester during which he or she is withdrawn can be reinstated in a subsequent semester upon satisfaction of the administrative requirements at issue in the university's withdrawal of the student.

B. Reinstatement from administrative withdrawal brought under conditions B or C of Section I.

Any student who has been administratively withdrawn under conditions B or C shall be reinstated only upon satisfaction of the conditions established by the Administrative Withdrawal Review Committee, or by the Dean of Students where the Dean has changed reinstatement conditions appealed by the student.

V. Administrative Withdrawal Review Committee

The Administrative Withdrawal Review Committee shall be appointed each year by the Chancellor. The Registrar shall not be a member of said Committee except that the Director shall sit in place of a regular member in any case wherein said regular member is the administrative official recommending withdrawal. The Committee shall be empowered to make decisions concerning administrative withdrawal as provided above.

STUDENT RIGHTS AND RESPONSIBILITIES

The University of Massachusetts Boston recognizes its responsibility to provide students with clear and accurate information about what is expected of them, and what their rights are, as students at UMass Boston. The documents published here should help to provide such information. The most complete source is the Student Handbook, available from the university Advising Center or from the Office of the Vice Chancellor for Student Affairs. Students seeking further clarification or discussion are encouraged to contact that office at 287.5800. The web site is www.umb.edu/administration/student_affairs/.

Code of Student Conduct

I. Purpose

The Code of Student Conduct provides a framework of standard acceptable behavior for students. It is set forth to give students general notice of prohibited conduct; it should not be regarded as an exhaustive definition of misconduct or construed as a contract between the student and the University. Students are responsible for understanding and complying with this Code. Copies of the Code of Student Conduct are available in the Office of the Vice Chancellors for Academic and Student Affairs, in the undergraduate catalog and graduate bulletin, in the *UMass Boston Student Handbook*, and on the University's website.

II. Authority

Ultimate authority for student discipline is vested in the Board of Trustees of the University of Massachusetts. Disciplinary authority is delegated to the Chancellor of the University of Massachusetts Boston, who in turn has delegated authority over student misconduct to the Vice Chancellor for Student Affairs and authority for student academic dishonesty to the Vice Chancellor for Academic Affairs/Provost. In accordance with Family Education Rights and Privacy Act (FERPA) regulations, the Vice Chancellor for Student Affairs is responsible for maintaining all student judicial records.

III. Governing Principles

A. The University reserves the right to take appropriate disciplinary action when student conduct constitutes misconduct or academic dishonesty, as defined in this Code. The University may also take disciplinary action for student conduct off-campus, when such conduct constitutes misconduct, as defined in this Code, is serious in nature, and adversely impacts the university and/or the campus community. Such action may include pursuing disciplinary action for any violation of local, state, or federal law, on- or off-campus, that affects the university's educational interests.

B. In any instance where the continued presence of an individual on campus may pose an imminent threat to his/her own well being or to that of others, or to the rights or property of the university community, the Vice Chancellor for Student Affairs may impose an interim suspension. This action is designed to prohibit the presence of the student on campus until the case can be resolved in accordance with prescribed campus procedures. This interim suspension is not entered on a student's record and does not affect the student's status except as described below.

C. This Code is independent of any proceeding in civil or criminal law in which a student may also be held accountable. Disciplinary action at the University may proceed despite the pendency of any other civil or criminal proceedings and shall not be subject to dismissal solely because of the result of any such proceeding.

D. Formal rules of evidence shall not be observed; any information having reasonably probative value as to a relevant fact may be admitted.

E. Students found responsible for unacceptable conduct will be subject to the complete range of sanctions and penalties provided in the Code of Student Conduct.

F. Failure by any student to cooperate with these proceedings, or any attempt to impede an investigation is, in itself, a violation of the Code of Student Conduct and may lead to sanctions.

G. Failure by any student to comply with imposed sanction(s) may result in more severe disciplinary action, up to and including suspension or expulsion from the University.

H. Any time requirements set forth in this Code may be extended by agreement of the parties, or as may be required.

I. The University reserves the right to amend any provision of this Code with appropriate notice to the campus community.

IV. Definitions

A. "University" refers to the University of Massachusetts Boston and all of its undergraduate, post-baccalaureate, and graduate colleges, schools, divisions, and programs.

B. "Student" is defined as any person enrolled in or accepted for any course or academic program regardless of credits or competencies carried, at the University.

C. "Faculty" refers to any person hired by the University to conduct classroom activities.

D. "Advisor" refers to any member of the University community who assists and accompanies the student to meetings and/or hearings. The advisor may not be an attorney, unless criminal charges are pending.

E. "Code" refers to this Code of Student Conduct.

F. "Policy" is defined as written regulations and procedures of the University as found in, but not limited to, the Code of Student Conduct, Graduate/Undergraduate Bulletin/Catalog, Student Handbook, and Trustee Documents.

G. "Student Affairs Designee" is a member of the Division of Student Affairs or appointed representative.

H. "Appeal Panel" is the hearing panel consisting of selected members of the standing Joint Discipline and Grievance Committee.

I. "Joint Discipline and Grievance Committee" is a standing committee of the Faculty Council and the Student Governments—Undergraduate Student Senate and Graduate Student Assembly.

J. "Appellate body" refers to any person designated to review an appeal, including but not limited to, the Vice Chancellors, Deans, and the Appeal Panel.

K. "Director/Dean" refers to the Director of Undergraduate Studies and the Dean of Graduate Studies.

V. Protections

Students accused of violating the Code are entitled to the following procedural protections:

A. To be informed, in writing, of the alleged violation, and its outcome.

B. To be informed of the substance of the information or evidence against them.

Student Rights and Responsibilities

C. To be given an opportunity to respond to the charges.

D. To be accompanied at any proceeding by an Advisor. If the student wishes to have an Advisor but is unable to obtain one, the Student Affairs Designee shall assist the student in finding one. Advisors may not directly participate in the hearing process.

E. To be accompanied by legal counsel only if criminal charges are pending against the student. In such case, legal counsel will take on the role of Advisor as defined above. A student who wishes to be accompanied by legal counsel is required to give (3) three business days' advance notice to the Vice Chancellor for Student Affairs.

F. To present relevant information and witnesses and to question other witnesses who participate in the hearings.

G. To be assured confidentiality of all information exchanged, both verbal and written, in accordance with the Family Education Rights and Privacy Act (FERPA).

H. To appeal as outlined in this Code in §VI B4 and §VII B3.

The University Code is divided into two subsections: Academic Honesty (§VI below) and Student Conduct (§VII below).

VI. Academic Honesty

It is the expressed policy of the University that every aspect of academic life—not only formal coursework situations, but all relationships and interactions connected to the educational process—shall be conducted in an absolutely and uncompromisingly honest manner. The University presupposes that any submission of work for academic credit indicates that the work is the student's own and is in compliance with University policies. In cases where academic dishonesty is discovered after completion of a course or degree program, sanctions may be imposed retroactively, up to and including revocation of the degree. Any student who reasonably believes another student has committed an act of academic dishonesty should inform the course instructor of the alleged violation.

A. Honesty Violations

The University defines violations to include, but not be limited to, the following:

1. Submitting as one's own an author's published or unpublished work (e.g. material from a journal, Internet site, newspaper, encyclopedia), in whole, in part, or in paraphrase, without fully and properly crediting the author.
2. Submitting as one's own work or materials obtained from another student, individual, or agency without full and proper attribution.
3. Submitting as one's own work material that has been produced through unacknowledged or unauthorized collaboration with others.
4. Submitting substantially the same work to more than one course without prior approval from all instructors involved: i.e., dual or multiple submission.
5. Using any unauthorized material during an examination, such as notes, tests, calculators, cell phones, PDAs, or other electronic or mechanical communication devices. Abuse of cellular devices with photographic capabilities and use of devices for purposes of photographing test questions or other notes and materials are also prohibited.
6. Obtaining answers to examination questions from another person with or without that person's knowledge; furnishing answers to examination questions to another student; using or distributing unauthorized copies of or notes from an examination.
7. Submitting as one's own an examination taken by another person; or taking an examination in another person's place.
8. Gaining or seeking to gain unauthorized access to, or altering or destroying the paper or electronic files of a student, faculty member, or staff member for the purpose of gaining better academic standing and success.
9. Failing to adhere to professional standards or ethics of a discipline and/ or violating the rules of an agency in the course of completing field work, internship, practicum, student teaching, or clinical placement.
10. Interfering with an instructor's ability to evaluate accurately a student's competence or performance; misleading any person in connection with one's academic work.

B. Academic Dishonesty Procedures

1. Prior to reporting a suspicion of academic dishonesty, the faculty member may discuss the matter with the student and/or the faculty member's chair (in cases involving undergraduate students) or graduate program director (in cases involving graduate students), or otherwise investigate the circumstances of the alleged violation. If, after such consultation and investigation, the faculty member determines that academic dishonesty did not, in fact, occur, no formal charge of academic dishonesty will be made.
2. To initiate formal proceedings, a faculty member who suspects a student of academic dishonesty must inform the student in writing of that fact within ten (10) business days of the discovery of the alleged violation. Such written notice should inform the student of the factual basis for the charge, and the specific sanctions the faculty member proposes to impose and any University Sanctions he/she may recommend to the Director of Undergraduate Studies or the Dean of Graduate Studies, as appropriate. The letter should also inform the student that s/he may be subject to University Sanctions imposed directly by the Dean/Director beyond those recommended by the faculty member. The faculty member shall offer to meet with the student and the faculty member's chair (in cases involving undergraduate students) or graduate program director (in cases involving graduate students), to discuss the case. No more than ten (10) business days after meeting (or offering to meet) with the student, the faculty member may impose penalties within his/her purview, and so inform the Director/Dean. If, upon meeting with the student, the faculty member determines that the student did not commit academic dishonesty, s/he will so inform the student and Director/Dean in writing. If no penalty has been imposed within the specified timeframe, the charges shall be considered dropped.

Student Rights and Responsibilities

All correspondence concerning an allegation of academic dishonesty should be copied to the faculty member's department chair (for undergraduates) or the faculty member's graduate program director (for graduate students), the faculty member's collegiate dean, the Director of Undergraduate Studies or the Dean of Graduate Studies, depending on whether the student is an undergraduate or graduate student, and the Office of the Vice Chancellor for Student Affairs. The chair/graduate program director and/or relevant collegiate dean(s) may, at their option, consult with the faculty member and/or student, review the case and make separate recommendations to the Director/Dean regarding University sanctions.

3. Academic dishonesty by graduate students lies primarily within the purview of the Dean of Graduate Studies, who will determine whether University sanctions should be applied in a particular case. The Dean's decision will be informed by any recommendations made by the student's graduate program director and/or collegiate dean. Academic dishonesty by undergraduate students lies primarily within the purview of the collegiate deans. For the purposes of these procedures, the collegiate deans delegate responsibility for determining whether University sanctions should be applied in a particular case to the Director of Undergraduate Studies. The Director's decision will be informed by any recommendation made by the faculty member's chair and will be made in consultation with the collegiate dean(s) involved; it is further subject to review and revision by the faculty member's collegiate dean. Within (10) ten business days of the notification of the faculty member's imposition of sanctions, the Director/Dean will review the case. In doing so, s/he may choose to interview or question the parties involved or otherwise investigate the case. The purpose of this review is to consider the imposition of University sanctions. At the end of this review, the Director/Dean may impose additional University Sanctions, including but not limited to those listed in VII for misconduct. University Sanctions will normally be imposed for violations of an especially serious nature or in cases of repeat offense.

4. Within (10) ten business days of the Director/Dean's imposition of University Sanctions, or (10) ten business days of the expiration of the period of time available to the Director/Dean to impose such sanctions, whichever comes first, the student may submit an appeal in writing to the Provost/Vice Chancellor for Academic Affairs, copying the Office of the Vice Chancellor for Student Affairs. The Vice Chancellor for Academic Affairs/Provost will convene an Appeal Panel, consisting of 3-4 faculty members and 2 students from the standing-membership of the Joint Discipline and Grievance Committee and instruct the Panel to review the case by convening a hearing. At this hearing, at which, at minimum, the panel will interview and question the student and faculty member. The Vice Chancellor for Academic Affairs/Provost will appoint a member of the panel to serve as the Chair.

5. Within (10) ten business days after completion of its hearing and review, the Panel will make a report of its findings and recommendations to the Vice Chancellor for Academic Affairs /Provost. Within (5) five business days of receiving this report, the Provost/Vice Chancellor for Academic Affairs will uphold, reverse, or modify the faculty member's and Director/Dean's decisions. Modifications may include any of the sanctions listed in VII c for misconduct. The decision of the Provost/Vice Chancellor for Academic Affairs is the final

   University disposition of the matter and is not subject to further appeal, except in cases of expulsion. Expulsions may be appealed to the Chancellor within 10 business days of the Provost/Vice Chancellor for Academic Affairs' decision to expel.

C. Academic Dishonesty Sanctions

   1. Sanctions to be imposed by faculty members may include one or more of the following:

      a. Failure in the assignment in which the infraction occurred.

      b. Forced withdrawal: the student is required to withdraw from the course. A grade of W will appear on the transcript, and no refunds of tuition, fees, or other charges will be made.

      c. Failure in the course or competency in which the infraction occurred.

      d. Recommendation of additional Sanctions: The faculty member, in cases of an especially serious nature, may recommend to the Director/Dean the imposition of additional penalties, including those listed in VII c for misconduct.

   2. Sanctions to be imposed by the Director of Undergraduate Studies and/or the Dean of Graduate Studies are University Sanctions and are described in detail in the University/ Misconduct Sanctions section (§VII c) of this Code.

VII. Student Conduct

This Code is intended to create an environment supportive of a diverse academic experience, in which individual students' behavior does not infringe upon the rights of others or upon the educational process of the University. The expectation is that students will understand the extent to which their personal growth depends upon the maintenance of self-discipline, responsibility, and respectful interactions with others, and high standards of honesty and moral conduct.

A. Conduct Violations

The University defines student conduct violations to include, but not be limited to, the following:

1. Forgery, alteration, misuse, or destruction of, or unauthorized access to, official University records, documents, forms, or identification cards.

2. Furnishing of false or incomplete information to the University.

3. Disruptive conduct, including any attempt to impair, interfere with, or obstruct the orderly operations of the University community.

Student Rights and Responsibilities

4. Obstruction or disruption of teaching, research, or other academic or administrative activities.
5. Harassment or intimidation of others, including stalking.
6. Violence, threats of violence, disorderly, lewd, or indecent conduct on University property or at a University-sponsored or supervised function.
7. Trespass or unauthorized entry.
8. Unlawful assembly on University property or at a University-sponsored or supervised function.
9. Theft of or damage to University property or the property of others on the University premises.
10. Possession or use on University property or at a University-sponsored or supervised function of firearms or other weapons, fireworks, or chemicals of a dangerous or explosive nature, except as specifically authorized by the Department of Public Safety.
11. Manufacture, or attempted manufacture, or use, possession, or distribution of narcotic or dangerous drugs or controlled substances, including but not limited to marijuana and lysergic acid diethylamide (LSD), except as expressly permitted by law. Please note: The fact that conduct in violation of this Code may have been influenced by the use of drugs or alcohol shall not in any way limit the responsibility of the student for the consequences of his/her actions.
12. Violation of campus alcohol and drug policies.
13. Violation of the campus smoking policy
14. Unauthorized possession, use, distribution, or duplication of any key or keys issued for a University building, laboratory, room, or facility.
15. Failure to comply with directives of University officials or other public officials acting in the performance of their duties. Directives must be lawful and conform to University policy and may not abridge the rights of directed individuals. Also, officials must identify themselves prior to initiating said directives to all parties involved.
16. Hazing—defined as any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person, as set out in Massachusetts General Law c.269 §17 & 18.
17. Use of the University Internet/Vax accounts for criminal or unauthorized purposes.
18. Harassment—Complaints of sexual harassment, or harassment on the basis of age, race, national origin, religion, sexual orientation or disability, should be reported to the University's Office of Affirmative Action and Multicultural Relations.
19. Violation of the University Policy on Sexual Offenses—i.e., unwanted sexual conduct, including but not limited to a sexual offense and/or rape. A sexual offense may include, but is not limited to, any sexual act directed against another person forcibly and/or against that person's will, or where the victim is incapable of giving consent.
20. Any unauthorized use of electronic or other devices to make an audio or video record of any person while on University property without his/her knowledge, video/photographing individuals in secured areas such as bathrooms, locker rooms, or other areas where there is a reasonable expectation of privacy, and /or taking video/photographs of an individual without his/her effective consent, and electronic transmission of video/photographs of any person without his/her express permission are strictly prohibited.
21. Violation of copyright rules, regulations, and laws.
22. Violation of local, state, and/or federal laws.

B. Misconduct Procedures

1. All cases of alleged student misconduct shall be referred in writing to the Vice Chancellor for Student Affairs. Any member of the University community may refer alleged student misconduct to the Vice Chancellor for Student Affairs or his/her designee. Any charges concerning alleged student misconduct must be referred in writing, along with any supporting documentation, statement, or evidence, to the Vice Chancellor for Student Affairs or his/her designee within thirty (30) days of the discovery of the incident. Charges should include a specific description of the alleged wrongful conduct, the date/time/locations of the incident, and identification of any witnesses. The Student Affairs Designee shall conduct a review of the charges and determine whether to resolve the matter informally or file formal charges.
2. If formal charges are filed, the following apply:
   a. Within ten (10) business days of the initial referral, the student will be notified, in writing, of the alleged misconduct and the charges. This notice will include a description of the complaint, the time and place if known, and the person who filed a report. The Student shall be provided a copy of the Code.
   b. Within ten (10) business days of informing the student accused of misconduct, the Student Affairs Designee shall commence an investigation of the accusation(s). The investigation may include interviews with the person(s) making the accusation, the student(s) accused of misconduct, and other identified relevant parties who may have knowledge concerning the allegations.
   c. Within ten (10) business days following the conclusion of the investigation, the Student Affairs Designee shall make a finding concerning the accusation and inform the student in writing of that finding. The Student Affairs Designee may issue a finding of:

      RESPONSIBLE: In this case, the Student Affairs Designee may impose appropriate sanctions.

      NOT RESPONSIBLE: In this case, no sanctions will be imposed and the individual charge(s) shall be dismissed.
3. Within (10) ten business days after the Student Affairs Designee's

Student Rights and Responsibilities

decision, a student may request an appeal in writing to the Vice Chancellor for Student Affairs. The Vice Chancellor shall convene an Appeal Panel from the standing membership of the Joint Discipline and Grievance Committee, consisting of 2-3 faculty members, 1 professional staff member, and 2 students, to review the case by convening a hearing. The Vice Chancellor for Student Affairs will appoint a member of the Panel to serve as the Chair. The hearing will be closed to all persons other than those invited by the Chair of the Appeal Panel. The hearing will be taped by the Chair of the Appeal Panel. The tape shall be kept by the Vice Chancellor for Student Affairs; all parties shall be informed in advance that the hearing will be taped. All information, both verbal and written, exchanged in the hearing shall be confidential, subject to applicable provisions of the Fair Information Practices Regulations of the University and applicable state and federal laws.

4. Within (10) ten business days after completion of its hearing and review, the Panel will make a report of its findings and recommendations to the Vice Chancellor for Student Affairs upholding, reversing, or modifying the Student Affairs Designee's decisions. Within (10) ten business days of the receipt of this report, the Vice Chancellor for Student Affairs will accept or reject, in whole or in part, the Panel's findings. The decision of the Vice Chancellor for Student Affairs is the final University disposition of the matter and is not subject to further appeal, except in cases of expulsion. Expulsions may be appealed to the Chancellor within (10) ten business days of the decision to expel.

C. University/Misconduct Sanctions

Disciplinary Sanctions which may be imposed for misconduct shall include one or more of the following. Further infractions of University regulations will result in more severe disciplinary sanctions than those originally imposed.

1. Case Dismissed: An action which closes the case for any one of the following reasons: a "not responsible" finding is reached, or there is lack of sufficient information and/or evidence.
2. Verbal Warning: The lightest form of disciplinary action. This will be documented in the decision letter.
3. Written Reprimand: An official written notice to a student that his/her conduct is in violation of University rules or regulations and will not be tolerated.
4. Disciplinary Probation: A more severe sanction than a reprimand. For the duration of a stated probationary period, no less than one month, the student must demonstrate a willingness to comply with University rules or regulations or other stipulated conditions or requirements, which may include forfeiture of the privilege of participation in club or team activities or other University-based extracurricular activities. While on Disciplinary Probation, a student may not represent the University in any context, run for or hold office in any student organizations or participate in intercollegiate athletic teams, intramural programs, or any student clubs or organizations.
5. Suspension from the University: Withdrawal from all divisions of the University and premises for a period no less than one semester or fifteen (15) weeks. The suspension period will be stated in writing at the time of its imposition.
6. Expulsion from the University: Permanent separation from the University. An expelled student may not be readmitted to any of the University's academic units, and a notation of expulsion may be placed on the student's official University transcript.
7. Restitution: The assessment of financial charges or other forms of recompense for any damage or loss incurred by the University or any members of the University community.
8. Counseling/Training/Community Service: When appropriate, students may be required to seek counseling or training or to perform community service as a condition of readmission to or continued attendance at the University.
9. Restrictions and Trespass: The student is subject to arrest if s/he enters University premises (either generally or specific areas as noted in the sanction) without seeking prior approval from the Vice Chancellor of Students Affairs or his/her designee, who in turn will notify Campus Police.
10. Sanction Held in Abeyance: If there are sufficiently extenuating circumstances, the sanction is assessed but not imposed. The sanction may be imposed at a later time, however, if the student is subsequently found responsible for other violations of the Code.
11. Local, State, and Federal Charges: In cases where criminal or civil charges may apply, a case may be referred to local, state, or federal authorities.

Student Grievance Procedure

The University's grievance procedure for undergraduates is less formal than the Code of Student Conduct. Students who wish to register a grievance may directly contact the Office of the Vice Chancellor for Student Affairs.

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

The Clery Act mandates that certain crime statistics be reported on an annual basis, and that certain security policies be published at the same time.

The full report required under the Clery Act contains required crime statistics for a three-year period, as well as specific policies relating to drugs, alcohol, sexual offenses, facilities access, reporting of crimes, and the authority of UMass Boston Police. A text-only version, which may be downloaded or printed, may be found at the following web address: http://www.publicsafety.umb.edu/text/main/clearyact.htm

The report may also be requested in printed form from UMass Boston's Department of Public Safety.

University Policies on Review of Students' Educational Records (The Family Educational Rights and Privacy Act of 1974)

In accordance with Public Law 93-98, the University wishes to inform all UMass Boston students of their rights to review their educational records on file at the University.

Student Rights and Responsibilities

The Family Educational Rights and Privacy Act (FERPA) of 1974 sets forth requirements designed to protect the privacy of parents and students with regard to access, review, or release of records maintained by educational institutions.

The Act permits current or former students to review and seek to amend the following documents: permanent academic record, admissions, financial, placement, veteran's counseling, advising and disciplinary records.

The University also discloses educational records, without a student's prior written consent, to school officials with legitimate educational interests in a student's record. The University defines "school official" as any professional employee who is head of an office, department, school, college, division, their specified designee, or an agent of the University under contract to the University performing on behalf of the University a function or service that the University normally would perform itself. "Legitimate educational interest" is defined as a need to know, by a University official, a student's educational record, academic status, degree status, enrollment status, student evaluations, research, curriculum evaluation or development, institutional/statistical evaluation and analysis, student placement, public safety, and admission evaluation. The University may disclose, to teachers and school officials in other schools who have legitimate educational interests in a student's behavior, disciplinary action taken against the student for certain kinds of conduct.

Access to these records may also be granted to faculty and staff, parents of a student listed as a dependent on current Federal Income Tax returns, authorized federal or state officials auditing educational programs, and accreditation associations and records created or maintained by campus law enforcement units for law enforcement purposes.

The following records may not be examined: parents' financial records; medical, psychiatric, or psychological records; personal files of faculty or administrative personnel; law enforcement records held by law enforcement officials.

Directory information may be released to third parties without the written consent of the student, provided the student has been given the opportunity to withhold all such disclosure. Directory information may include the student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, most recent previous school attended, class schedule, class rosters, participation in recognized activities or athletics, height and weight of athletes and degrees and awards conferred.

Procedure for gaining access to records: a request by a student for access to a record is made in writing to the office that maintains that record. Within 45 days the office must inform the student when the record will be available. Every office is also obliged to tell students, at their request, who else has had access to the record and why.

The academic record is the only permanent record and is maintained in perpetuity. The University Health Service retains medical records for 30 years. Admissions records for all applicants must be held for three years.

If a student requests a copy of any part of his or her education record, either for personal use or for release to a third party, the student shall incur the cost of copying not to exceed $5.00.

Any questions and/or challenges concerning these matters should be addressed to the Office of the Vice Chancellor for Student Affairs.

Student Rights and Responsibilities in Connection with Financial Aid

1. Students are expected to be prompt in applying for aid and in ensuring that support documentation is forwarded in a timely manner to the Office of Financial Aid Services. It is strongly suggested that students plan early.
2. Each student has a right to expect confidentiality and professionalism in the handling of his or her application for financial aid. This right is carefully protected by the staff of the Office of Financial Aid Services.
3. All students have the right to see all materials held in their folders within the Office of Financial Aid Services (the exception is the parent's confidential financial information, if the parent(s) or guardian(s) have specifically prohibited disclosure to the student). To do this, a student must meet with a Financial Aid Counselor. Members of the Office of Financial Aid Services staff, in exercising their responsibilities, also have the right to see a student applicant's folder. No other person has this right.
4. Every student has a right to a timely review and award notice, assuming the student has met the stated deadlines and requirements of the Office of Financial Aid Services.
5. Every student has the right to review his or her case with a professional counselor in the Office of Financial Aid Services.
6. If a student, after such review, remains unsatisfied with the analysis of need and the award of aid, he or she has the right to appeal to the Director of Financial Aid Services, the Financial Aid Advisory Committee, and ultimately the Vice Chancellor for Enrollment Management.
7. It is the responsibility of students and parents to provide all data requested, honestly and completely. Falsification of records or withholding of information pertinent to a decision about aid may result in university action or, in cases where federal funds are extended, in penalties of law.
8. It is the responsibility of students to read all information carefully and completely, and to comply with the stated instructions at all times. Failure to do so will delay awards and may cause students to lose awards.
9. Every student is expected to comply with all laws and policies governing aid. This is particularly important in the area of academic enrollment: a fully-aided undergraduate student is expected to carry no fewer than twelve credit hours, or the equivalent, and a fully-aided graduate student is expected to carry no fewer than nine credit hours, or the equivalent. Each student is expected to attend classes and progress satisfactorily toward his or her degree.

All students must present their UMass Boston identification cards when picking up checks, obtaining confidential information, and keeping appointments with financial aid counselors. There will be no exceptions to this policy.

Student Right to Absence of Religious Belief

An Act Excusing the Absence of In accordance with Chapter 151C, Section 2B of the General Laws of Massachusetts, the university wishes to inform students of their rights under this legislative provision of the Commonwealth of Massachusetts. This section states: Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his religious

Student Rights and Responsibilities

beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study, or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing herself or himself of the provisions of this section.

Policies on the Protection of Humans as Subjects and Institutional Animal Care and Use

All research and similar activities conducted in the name of the university of Massachusetts Boston must comply with the federal rules and regulations of the Office for Protection from Research Risks of the National Institutes of Health. The university has an institutional policy on the protection of humans as experimental subjects as well as a policy on the care and use of animals in research. These policies are overseen by the university's Institutional Review Board; copies can be obtained from the Office of Research and Sponsored Programs.

University Policies on Intolerance, Affirmative Action, Hazing, and Sexual Harassment

Intolerance

Resolution in Support of Pluralism

The Board of Trustees affirms its commitment to maintaining an academic environment which fosters pluralism, mutual respect, appreciation of divergent views, and awareness of the importance of individuals' rights. To this end, we reassert the importance of civility and the valuable contribution that diversity in race, ethnicity, religion and culture brings to the university community, and therefore we strongly encourage and support racial, ethnic, cultural and religious pluralism.

Policy Against Intolerance

The Board of Trustees denounces intolerance, particularly that based on ethnicity, culture, religion, race, or sexual orientation which interferes with those rights guaranteed by law, and insists that such conduct has no place in a community of learning. We also recognize the obligation of the university to protect the rights of free inquiry and expression, and nothing in the Resolution in Support of Pluralism or the Policy Against Intolerance shall be construed or applied so as to abridge the exercise of rights under the Constitution of the United States and other Federal and State Laws.

Affirmative Action

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972 and other applicable Federal and State laws, the university reaffirms its commitment to a policy of nondiscrimination and affirmative action.

Equal Employment Opportunity: The university pledges to make all decisions regarding recruitment, hiring, promotion, and all other terms and conditions of employment without discrimination on the grounds of race, color, religion, sex, national origin, age, disability, sexual orientation, or other factors which cannot lawfully be the basis for an employment decision.

Any student or employee with questions concerning this policy, or who believes that he or she has been the victim of discrimination, should be referred to the Director of Affirmative Action and Multicultural Relations at 617-287.5180.

Hazing

The University of Massachusetts Boston, in compliance with Massachusetts state law, chapter 269, sections, 17, 18, and 19, and the Board of Higher Education, prohibits hazing in any form. The policy in effect at UMass Boston protects both students and employees.

"Hazing" is defined as any conduct—including methods of initiation into any campus organization—whether on public or private property, that willfully or recklessly endangers the physical or mental health of another person. Such conduct includes (but is not limited to) whipping, beating, branding, forced calisthenics, forced exposure to weather, forced consumption of food, liquid, drug, or other substance, or any other activity that is likely to adversely affect the physical health or safety of the person, and conduct that is likely to subject the person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

In addition, anyone who witnesses a hazing incident shall, to the extent possible without danger to himself or others, report the incident to an appropriate law-enforcement official as soon as is practical.

Anyone who fails to report, or is a principal offender in an occurrence of hazing, as defined by law, shall be punished by fine or by imprisonment. In addition to criminal charges, any suspected violation of this law shall be reported to the Office of the Vice Chancellor for Student Affairs for disciplinary action. Consent shall not be available as a defense to any prosecution of this action.

Sexual Harassment

Sexual harassment is unwanted sexual attention. As a form of sex discrimination, sexual harassment is a violation of federal and state law. It is the policy of the University of Massachusetts that no member of the university community may sexually harass another. For purposes of this policy and consistent with federal regulations, sexual harassment is defined as follows: Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of sexual nature constitute sexual harassment when: 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic work, 2) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual, or 3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working or academic environment.

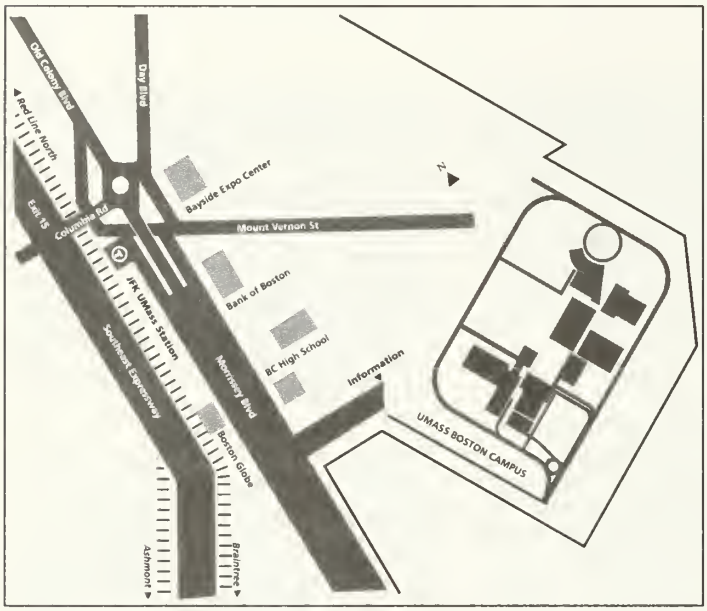
It is the policy of the university to protect the rights of all persons within the university community by providing fair and impartial investigations of all complaints brought to the attention of appropriate officials. Any member of the university community found to have violated this sexual harassment policy may be subject to disciplinary action.

Any student or employee who believes that he or she is a victim of discrimination should contact the Director of Affirmative Action and Multicultural Relations, at 617.287.5150.

Further Information

If you have questions or concerns about any of the guidelines and policies described above, please call the Office of the Vice Chancellor for Student Affairs.

Maps and Directions to Campus



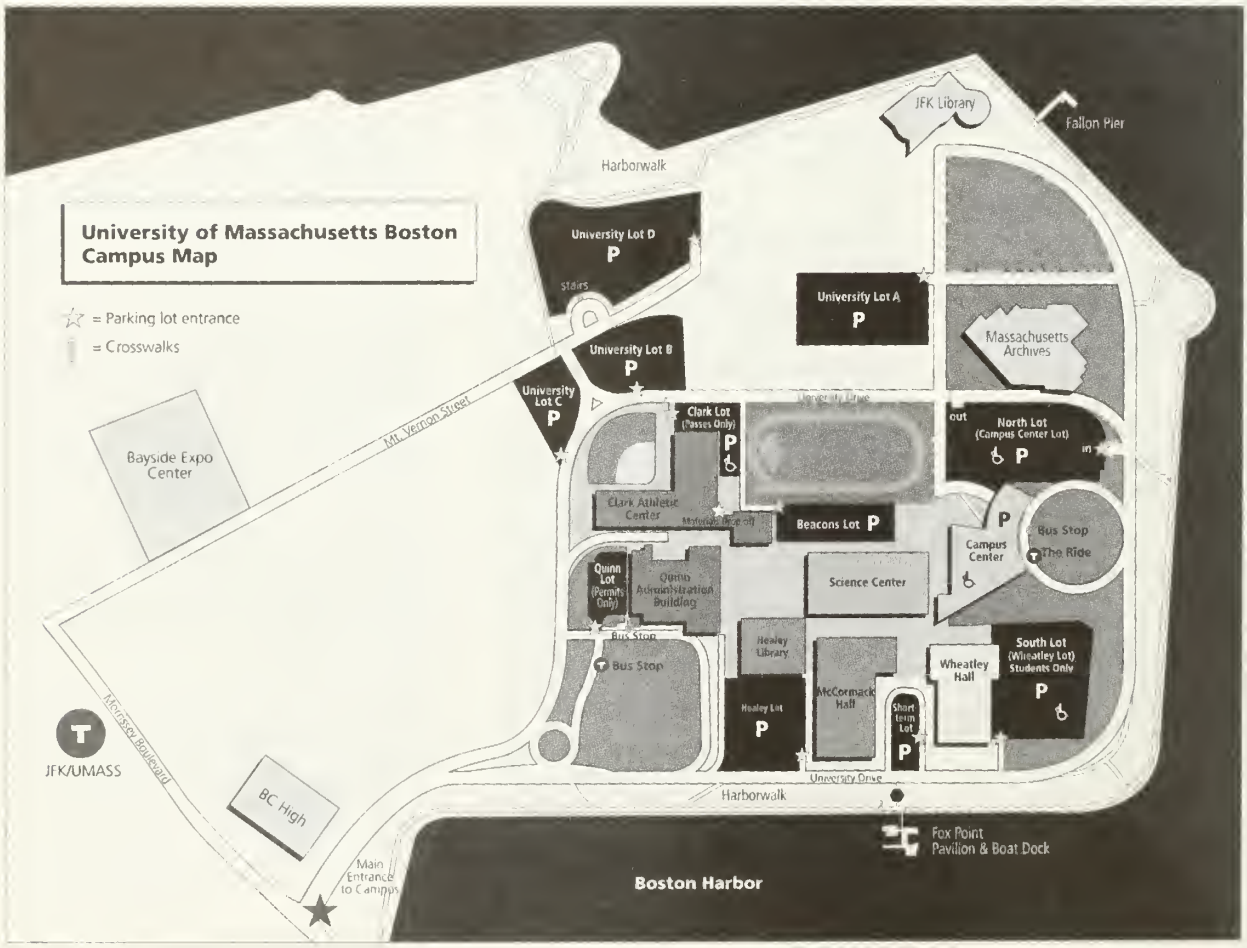
UMass Boston is only three miles from downtown Boston and is easily accessible by public or private transportation.

By car from the north or west: Take the Southeast Expressway to exit 15 (JFK Library/South Boston/Dorchester) and follow the University of Massachusetts signs along Columbia Road and Morrissey Boulevard to the campus. By car from the south: Take the Southeast Expres sway to exit 14 (JFK Library/ Morrissey Boulevard) and follow Morrissey Boulevard northward to the campus.

On the MBTA: Take Red Line to JFK/UMass Station. A free shuttle bus will take you to the campus. Also, MBTA bus Route #16 (from Forest Hills during rush hour only) and Route #8 (from Kenmore Square) operate to the campus.

Campus parking facilities: Indoor and outdoor spaces are available.

For further parking information, please visit the website at www.parking.umb.edu.



Telephone Directory

Please note: This directory is for the use of undergraduate students and prospective students, and therefore includes only a partial listing of university departments and offices. The complete university directory of departments, offices, faculty, and staff is issued by the university's Customer Service Office. The university's academic units are abbreviated below as follows: the College of Liberal Arts (CLA); the College of Management (CM); the College of Nursing and Health Sciences (CNHS); the College of Public and Community Service (CPCS); the College of Science and Mathematics (CSM); the Graduate College of Education (GCE); the McCormack Graduate School of Policy Studies (MGS).

Information and Services for Students

Academic Support Programs	617.287.6550
Adaptive Computer Lab	617.287.5227
Admission Guaranteed Program	617.287.5868
Admissions, Graduate	617.287.6400
Admissions, Undergraduate	617.287.6100
Advising Center	617.287.5500
Alcohol and Substance Abuse Center	617.287.7981
Alumni Relations	617.287.5330
Art Gallery	617.287.7988
Athletics	617.287.7801
Beacon Leadership Project	617.287.7953
Beacon Think Tank (Office of the Dean of Student Affairs)	617.287.5800
Bookstore	617.287.5090
Bursar	617.287.5350
Bus Schedules (Parking & Transportation)	617.287.5040
Campus Ministry (Main Office) (Student Affairs)	617.287.5800
Campus Police (Public Safety Office)	617.287.7799
Campus Services	617.287.5052
Career Resource Library (Office of Career Services)	617.287.5429
Career Services Center (University Advising Center)	617.287.5519
Center for Students with Disabilities	617.287.7965
Central Reprographics (Copiers, Faxes, etc)	617.287.5020
CLA: General Information	617.287.6500
CM: General Information	617.287.7700
CNHS: General Information	617.287.7500
CPCS: General Information	617.287.7100
CSM: General Information	617.287.5777
Child Care (Early Learning Center)	617.287.6195
College Preparatory Program (Upward Bound)	617.287.5845
Division of Information Technology	617.287.5200
Corporate, Continuing and Distance Education	617.287.7900
Counseling Center (Health Services)	617.287.5690
Customer Service Center	617.287.4000
Directions for Student Potential (DSP) (Academic Support Programs)	617.287.6550
Disability Services: Ross Center	617.287.7430
Early Learning Center	617.287.6195
English Language Studies (CCDE) Professional Training/ESL	617.287.7876
Enrollment Information Services	617.287.6000
Game/Recreation Room	617.287.7964
Graduate Study: Dean's Office	617.287.5700
Financial Aid	617.287.6300
GCE: General Information	617.287.7600
Harbor Art Gallery	617.287.7988
Health Education & Wellness Program	617.287.5680
Health Services	617.287.5660
Help, Emergency	911
Helpdesk/Desktop & User Services	617.287.5220
Housing Referral	617.287.6011
Human Resources	617.287.5150
ID Office	617.287.7957
International Student Services (University Advising Center)	617.287.5500
Joiner Center	617.287.5850
Language Lab	617.287.5970
Library Information	617.287.5900
Lost and Found (Public Safety)	617.287.7799
Mass Media	617.287.7990
MASSPIRG	617.287.3866
Mathematics Resource Center (Academic Support Programs)	617.287.6486
MGS: General Information	617.287.5550
McNair Fellowship Program	617.287.5780
Media Center	617.287.5977
Mental Health Counseling	617.287.5690
Merit-Based Scholarship Office	617.287.6026
Observatory (Arthur Martin Observatory) (Temporarily closed for repairs)	617.287.6050
Placement Examinations	617.287.5522
Police, Emergency	911
Project Reach	617.287.7390
Project Reach, TDD/TTY	617.287.7395
Public Safety Office (Campus Police)	617.287.7799
Registrar	617.287.6200
Recycling Services	617.287.5083
Sailing Program (Athletics)	617.287.7833
Scholarship Office	617.287.6026
Student Activities and Leadership Office	617.287.7950
Student Affairs	617.287.5800
Student Arts and Events Council (SAEC)	617.287.7979
Student Employment Services	617.287.6320
Student Housing Services	617.287.6011
Student Senate	617.287.7970

Telephone Directory

Student Support Services	617.287.5820
Study Abroad	617.287.3961
Summer/Winter Intercession Program (CCDE)	617.287.7900
TAG Program (Talented and Gifted)	617.287.7650
Teacher Education Program	617.287.7610
Travel Directions	617.287.5070
University Advising Center	617.287.5500
Upward Bound College Preparatory Program	617.287.5845
Upward Bound Math and Science Initiative Program (Upward Bound)	781.326.3700
Urban Scholars Program	617.287.5830
Veterans Affairs	617.287.5875
Veterans Upward Bound Program	617.287.5870
Watermark, The	617.287.7950
WISER (Web Info Systems for Everyone Remix)	617.287.5220
Work-Study Office (Student Employment)	617.287.6320
Writing Proficiency Exam	617.287.6330
WUMB Radio	617.287.6900
Yearbook Office	617.287.7947

TDD/TTY Numbers*

Disability Services	617.287.7431
Financial Aid Services	617.287.6300
Project Reach	617.287.7395
Public Safety (Campus Police)	617.287.7799

*Access to TDD/TTY service is available at public phones on the first floor of each University building.

Academic Departments and Programs

College of Liberal Arts (CLA)	
Academic Support Programs	617.287.6550
Africana Studies Department	617.287.6790
American Studies Program (Undergraduate and Graduate)	617.287.6770
Anthropology Department	617.287.6850
Art Department	617.287.5730
Asian American Studies Program	617.287.5671
Asian Studies Program	617.287.5671
Chinese Language (Modern Languages)	617.287.6266
Classics Department	617.287.6120
Communication Studies (American Studies Program)	617.287.6770
Creative Writing Program (English Department)	617.287.6700
Criminal Justice Program	617.287.6250
Economics Department	617.287.6950
English Department	617.287.6700
English as a Second Language (English Department)	617.287.6700
French Language (Modern Languages)	617.287.7570
German Language (Modern Languages)	617.287.7570
Hispanic Studies Department	617.287.7550
History Department	617.287.6860
Irish Studies Program	617.287.6700
Italian Language (Modern Languages)	617.287.7570
Japanese Language (Modern Languages Department)	617.287.7570
Latin American Studies Program (Hispanic Studies Department)	617.287.7550
Latino/Latina Studies Program	617.287.7286
Modern Languages Department	617.287.7570
Music (Performing Arts Department)	617.287.5640
Performing Arts Department (Music and Theatre Arts)	617.287.5640
Philosophy Department	617.287.6530
Political Science Department	617.287.6920
Portuguese (Hispanic Studies Department)	617.287.7550
Professional Writing Program (English Department)	617.287.6700
Psychology Department	617.287.6350
Religion (Study of Religion Program)	617.287.6500
Russian Language (Modern Languages)	617.287.7570
Science, Technology, and Human Values Program	617.287.6920
Sociology Department	617.287.6250
Spanish (Hispanic Studies Department)	617.287.7550
Study of Religion Program	617.287.6500
Teacher Education Program	617.287.7610
Technical Writing Program (English Department)	617.287.6700
Theatre Arts (Performing Arts Department)	617.287.5640
Women's Studies Program	617.287.6780
College of Management (CM)	
Accounting and Finance Department	617.287.7671
Management and Marketing Department	617.287.7850
Management Science and Information Systems Department	617.287.7880
College of Nursing and Health Sciences (CNHS)	
Department of Exercise and Health Sciences	617.287.7480
Nursing Departments	617.287.7500
College of Public and Community Service (CPCS)	
Majors	
Community Planning	617.287.7120
Criminal Justice (in collaboration with CLA)	617.287.7120
Gerontology	617.287.7330
Labor Resource Center, CPCS	617.287.7426
Legal Education, CPCS	617.287.7131

Telephone Directory

College of Science and Mathematics (CSM)	
Academic Support Programs	617.287.6550
Biobehavioral Studies Program (Biology Department)	617.287.6600
Biology Department	617.287.6600
Biology of Human Populations Program (Biology Department)	617.287.6600
Chemistry Department	617.287.6130
Computer Science Department	617.287.6440
Engineering Program	617.287.6050
Environmental, Earth and Ocean Sciences Department	617.287.7440
Environmental Studies Program	617.287.4042
Geographic Information Technologies Program (Environmental, Earth and Ocean Sciences Department)	617.287.7440
Hydrogeology Program (Environmental, Earth and Ocean Sciences Department)	617.287.7440
Mathematics Department	617.287.6460
Physics Department	617.287.6050
Pre-Medical Studies and Health-Related Careers	617.287.5500
Science, Technology, and Human Values Program	617.287.6920
Technical Writing Program (Computer Science Department)	617.287.6440
Undergraduate Teacher Education Program	617.287.7610

University Honors Program

Honors Program	617.287.5520

Teacher Education Program

Teacher Education Program	617.287.7610

Graduate Study

American Studies	617.287.6770
Applied Linguistics	617.287.5760
Bilingual Education (Applied Linguistics)	617.287.5760
Biology	617.287.6600
Biotechnology and Biomedical Science	617.287.6600
Business Administration (MBA)	617.287.7720
Chemistry	617.287.6130
Clinical Psychology	617.287.6340
Computer Science	617.287.6440
Counseling and School Psychology	617.287.7602
Critical and Creative Thinking	617.287.6523
Education (EdD)	617.287.7600
Education, Elementary and Secondary (MEd)	617.287.7600
Education: Adapting Curriculum Frameworks	617.287.7254
Educational Administration Program (MEd)	617.287.7601
English	617.287.6700
Environmental Biology	617.287.6600
Environmental, Earth and Ocean Sciences	617.287.7440
Forensic Services (Sociology Dept.)	617.287.6271
Gerontology	617.287.7300
Graduate Dispute Resolution	617.287.7489
Green Chemistry	617.287.6130
History	617.287.6860
Human Services, Graduate Program	617.287.7384
Instructional Design	617.287.5980
Linguistics, Applied	617.287.5760
McCormack Graduate School	617.287.5550
Molecular, Cellular and Organisimal Biology	617.287.6600
Nursing	617.287.7500
Physics, Applied	617.287.6050
Public Policy, PhD Program	617.287.6938
School Psychology	617.287.7602
Sociology, Applied	617.287.6271
Special Needs Education	617.287.7639
Center for Women in Politics and Public Policy (CWPP)	617.287.5550

Administrative Offices

Affirmative Action and Multicultural Relations	617.287.5180
Alumni Relations	617.287.5330
Chancellor's Office	617.287.6800
College of Education (GCE), Dean	617.287.7600
College of Liberal Arts (CLA), Dean	617.287.6500
College of Management (CM), Dean	617.287.7700
College of Nursing and Health Sciences (CNHS), Dean	617.287.7500
College of Public and Community Service (CPCS), Dean	617.287.7100
College of Science and Mathematics (CSM), Dean	617.287.5777
Graduate Admissions	617.287.6400
Graduate College of Education (GCE), Dean	617.287.7600
McCormack Graduate School (MGS), Dean	617.287.5550
Personnel (Human Resources)	617.287.5150
Provost's Office	617.287.5600
Teacher Education Program	617.287.7610
Vice Chancellor for Student Affairs	617.287.5800

Index

Note: The university's academic units are abbreviated in this index as follows: CLA (College of Liberal Arts); CSM (College of Science and Mathematics); CNHS (College of Nursing and Health Sciences); EHS (Exercise and Health Sciences); CPCS (College of Public and Community Service), GCE (Graduate College of Education).

Note: Index entries in boldface type designate

- *departments (CLA, CM, CNHS, CSM);*
- *program areas (CPCS);*
- *concentrations (CM, CNHS)*
- *career certificate/major, certificate programs, course groupings, interest areas, majors, minors, programs of study, specializations, tracks (all colleges)*

a

Academic advising ... 32
Academic calendar ... 14
Academic honesty ... 362
Academic performance ... 17
Academic regulations ... 354
Academic resources beyond the classroom ... 32
Academic standards, cheating, and plagiarism ... 358
Academic standing, regulations governing ... 356
Academic Support Programs, courses ... 55
Academic Support Programs, Office of ... 33
Accounting and Finance: department (CM) ... 301
Accreditation ... 2
Administrative officers of the university ... 15
Administrative procedures ... 355
Administrative withdrawal and reinstatement ... 359
Admission Guaranteed Program ... 35
Admission, university ... 17
See also introductory sections for individual academic units
Advising
academic ... 33
See University Advising Center; Academic Support Programs; Pre-Collegiate and Educational Support Programs; Student Support Services; introductory sections for individual academic units
career ... 32
See University Advising Center
students with disabilities ... 34
See Ross Center for Disability Services, Lillian Semper
veterans ... 41
See Joiner Center; Veterans Upward Bound Program
Advising services ... 33
See also Academic Resources Beyond the Classroom ... 32
Affirmative action, university policies on . 367
Africana Studies: department (CLA) ... 75
American College Dance Festival ... 187
American Studies: programs of study (CLA) ... 79
Anthropology: department (CLA) ... 85
Application fee ... 21
Applied Sociology: combined BA/MA ... 223
Arabic: courses (CLA) ... 171
Art: department (CLA) ... 94
Art History: minor (CLA) ... 94
Asian American Studies: program of study (CLA) ... 104
Asian Studies: program of study (CLA) ... 101
Athletics and recreation ... 39
Athletics and Recreation, Division of ... 39
Attendance ... 354

b

Biobehavioral Studies: option in Department of Psychology (CLA) ... 213
Biobehavioral Studies: program of study (CSM) ... 239
Biochemistry: certificate (CSM) ... 242
Biochemistry: joint major in Biochemistry Program (CSM) ... 240
Biochemistry: program of study (CSM) ... 240
Biology: department (CSM) ... 243
Biology of Human Populations: program of study (CLA) ... 109
Biology of Human Populations: program of study (CSM) ... 250
Bulger Scholarship Program (William M Bulger Scholarship Program) ... 30
Bursar's Office ... 22

c

Campus Center ... 9
Campus Interchange ... 8
Campus map ... 368
Campus Ministry ... 39
Campus Security Policy and Campus Crime Statistics Act, Jeanne Clery Disclosure of ... 365
Career Center (CM) ... 294
Career Services ... 33
Centers, institutes, and special programs 10
Certificate students ... 18, 357
Definition of ... 18
Chancellor's Scholarship for Excellence Program ... 29
Change of major ... 355
Chemistry: department (CSM) ... 251
Chinese Language, Literature, and Film: courses (CLA) ... 171
Chinese: minor in Department of Modern Languages (CLA) ... 169
CLA
See Liberal Arts, College of ... 72
Clark, Catherine Forbes, Athletic and Recreation Center ... 9
Classical Languages: major, minor in Department of Classics (CLA) ... 110
Classical Studies: major, minor in Department of Classics (CLA) ... 110
Classics: department (CLA) ... 110
Clubs and centers ... 37
CM
See Management, College of ... 293
CNHS
See Nursing and Health Sciences, College of (CNHS) ... 315
Code of Student Conduct ... 361
Cognitive Science: minor (CSM) ... 256
Cognitive Science: minor in Department of Psychology (CLA) ... 212
Communication Studies: minor (CLA) ... 116
Community Media and Technology: major and concentration (CPCS) ... 338
Community Planning: major and concentration (CPCS) ... 338
Community Studies: major and concentration (CPCS) ... 338
Commuting and housing ... 8
Computer Science: department (CSM) ... 257
Computer Science: program of study (CSM) ... 258
Computing Services, Office of ... 9
Cooperative Education/Internship Program 71
Corporate, Continuing, and Distance Education ... 43
Counseling Center ... 41
Counseling, mental health ... 41
Course load for full-time students ... 69
Courses, cross-listed ... 68
Course withdrawal option ... 355
CPCS
See Public and Community Service, College of ... 332
Creative Writing: minor/concentration in English Department ... 127
Criminal Justice: major, minor (CLA) ... 118
Cross-listed courses ... 68
CSM
See Science and Mathematics, College of ... 237

d

Dance Association, National ... 187
Dance Festival, American College ... 187
Dance: program of study (CLA) ... 186
Departmental and university honors ... 354
Directions for Student Potential Program (DSP) ... 71
Directions to the university ... 368
Distribution requirements, CLA and CSM .. 66

e

Early Learning Center ... 39
Economics: department (CLA) ... 121
Educators, Professional Preparation for ... 60
Emeritus Faculty, list of university ... 351
Engineering Physics: major (CSM) ... 264
Engineering: program of study (CSM) ... 262
English as a Second Language Center (CLA) ... 142
English: department (CLA) ... 126
Environmental, Earth and Ocean Sciences: department (CSM) ... 265
Environmental Studies: program of study (CSM) ... 271
Ethics and Social and Political Philosophy: major in Department of Philosophy (CLA) ... 192
Exchange programs ... 33

Index

Excused absence because of religious belief, student right to ... 366
Exercise and Health Sciences: department and program of study (CNHS) ... 325
Exercise Science: concentration (CNHS) .. 326
Expenses ... 21
  Estimated costs of attendance ... 27
  Explanation of charges ... 21
  Tuition and fees ... 20

f
Faculty, list of university ... 343
Failed courses ... 356
Federal programs (loans) ... 27
Federal Supplemental Educational Opportunity Grants (FSEOG) ... 28
Federal Work-Study program ... 28
Fees, list and explanation of ... 21
Financial aid ... 25
  application and eligibility ... 26
  federal aid ... 27
  general information ... 26
  need-based ... 26
  non-need-based ("other types") ... 29
  procedure for making awards ... 27
First-Year and Intermediate Seminars: Courses (CLA/CSM) ... 46
Fitness Instruction and Management (FIM): concentration (CNHS) ... 326
French: courses (CLA) ... 172
French: major and minor in Department of Modern Languages (CLA) ... 169
Full-time course load ... 69
Furcolo, Foster, Scholarship Program ... 30

g
General Education
  See First-Year Seminars ... 46
General Education, university program and principles ... 12
General Medicine, Department of ... 41
Geographic Information Technologies: certificate (CSM) ... 274
German: courses (CLA) ... 174
Gerontology: major and concentration (CPCS) ... 339
Grade point average ... 68
Grading ... 355
Graduation requirements ... 354
Graduation Requirements, overview (CLA/CSM) ... 65
Grants, financial aid ... 27
Greek
  See Classical Languages: major, minor in Department of Classics (CLA) ... 110
Grievance procedure, student ... 365

h
Hazing, university policies on ... 367
Healey Library (Joseph P. Healey Library) ... 9
Health Education Program ... 41
Health insurance ... 21
Health Sciences (HS): concentration (CNHS) ... 326
Health Services, University ... 40
Hispanic Studies: department (CLA) ... 143
History: department (CLA) ... 151
History and Archaeology: joint major in Department of Anthropology ... 85
Honors and academic distinction ... 70
Honors Program (CM) ... 293
Honors Program, University ... 57
Housing services ... 39
Human Development in Community: Early Childhood Education and Family Support: major and concentration (CPCS) ... 340
Humanities: courses (CLA) ... 160
Humans as subjects and institutional animal care and use, policies on the protection of ... 367
Human Services: major and concentration (CPCS) ... 339
Hydrogeology: certificate (CSM) ... 275

i
Incomplete (INC) grade ... 356
Individual majors curriculum ... 70
Information Technology: major (CSM) ... 276
Institutional animal care and use ... 367
Inter-college transfer ... 355
Interdisciplinary Courses (CSM) ... 279
Intermediate Seminars
  See Undergraduate studies ... 46
International applicants, special requirements ... 17
International exchange programs ... 32
International Management: concentration in Management and Marketing Department ... 305
International Relations: minor (CLA) ... 161
International Student Services, Office of .. 32
Internship Program ... 71
Internships ... 33
Intolerance, university policies on ... 367
Introduction, catalog ... 6
Irish Studies: minor, concentration in Department of English ... 128
Italian: courses (CLA) ... 176
Italian: major and minor in Department of Modern Languages (CLA) ... 170

j
Japanese Language and Literature: courses (CLA) ... 178
Joiner Center (William Joiner Center for the Study of War and Social Consequences) ... 41
Joint Admissions Applicants, special requirements for ... 17

k
Kennedy Center American College Theatre Festival ... 187

l
Labor Studies: major and concentration (CPCS) ... 341
Language Proficiency Requirement ... 67
Latin
  See Classical Languages: major, minor in Department of Classics (CLA) ... 110
Latin American Studies: program of study (CLA) ... 163
Latino/Latina Studies: program of study (CLA) ... 167
Leave of absence ... 357
Legal Education: major and concentration (CPCS) ... 341
Liberal Arts and Science and Mathematics, Colleges of ... 63
  distribution and core requirements ... 66
  general education requirements ... 65
  graduation requirements ... 65
Liberal Arts, College of ... 72
  administrative officers ... 73
  cross-college programs ... 73
  See *also* Liberal Arts and Science and Mathematics, College of ... 63
Loans ... 28

m
Major Requirement ... 68
Management and Marketing: department (CM) ... 305
Management, College of ... 293
  administrative officers ... 293
  core and foundation curriculum ... 295
  general information ... 293
Management: minor in International Relations (CLA) ... 162
Management Science and Information Systems: department (CM) ... 309
Map, campus ... 368
Massachusetts Bay Marine Studies Consortium ... 238
Mathematics: department (CSM) ... 280
Math Science Upward Bound Program ... 35
Matriculated students ... 18
Mental Health Counseling Program ... 41
Merlo, Juan Carlos, Prize (CSM) ... 280
Ministry, Campus ... 39
Mission Statement, university ... 13
Modern Languages: department (CLA) ... 169
Music: department (CLA) ... 182
Music Teacher Licensure ... 183

n
National Student Exchange Program ... 33
Need-based financial aid ... 26
New England Board of Higher Education Regional Student Program ... 18
New student orientation ... 32
  See *also* University Advising Center
Non-degree students ... 8, 18, 357
  admission ... 18
  definition of ... 18
  financial aid ... 18
  registration ... 18
Non-Profit Management: concentration (CPCS) ... 341
Non-traditional freshman applicants ... 17
Not-attending (NA) grade ... 356
Nursing and Health Sciences, College of (CNHS) ... 315

Index

administrative officers 315
general education requirement 316
general information 315
Nursing: program of study (CNHS)..... 316

o

Off-campus courses
See Corporate, Continuing, and Distance Education..... 43
Online courses, certificates, and degrees
See Corporate, Continuing, and Distance Education..... 43
Organizational Behavior: option in Department of Psychology (CLA)..... 213
Organizing: concentration (CPCS)..... 342

p

Pass/fail option 356
Payment of tuition and fees..... 22
Pell Grant program (federal) 27
Performing Arts: department (CLA) 182
Perkins Loans program (federal)..... 28
Philosophy and Law: program of study (CLA) 194, 201
Philosophy and Public Policy: major in Department of Philosophy (CLA) 193
Philosophy: department (CLA)..... 192
Physics: department (CSM) 285
Plagiarism, university statement on 358
Political Science: department (CLA)..... 202
Portuguese: program of study in Hispanic Studies Department..... 143
Pre-Collegiate and Educational Support Programs, Office of 34
Prelaw advising 70
Premedical advising..... 70
Premedical Studies and Health-Related Careers: program of study (CSM) 289
Professional Writing: minor, concentration in Department of English 127
Project REACH..... 35
Psychology and Sociology: joint major (CLA).....210, 221
Psychology: department (CLA) 210
Public and Community Service, College of 332
administrative officers 332
competency-based education 333
distribution requirements..... 336
general information 332
undergraduate programs..... 332

q

Quantitative reasoning requirement 54, 66

r

Radio station, WUMB..... 39
Readmission forms, deadlines for 357
Readmission to the university 357
Records, university policies on review of students' educational 365
Registration 355
Regulations governing academic standing 356
Reinstatement 360
Requirements and standards 354
Research facilities..... 9
Reserve Officer Training Corps (ROTC)..... 41
Residency status..... 23
Retaking courses 356
Road map and directions to the university..... 368
Ross Center for Disability Services, Lillian Semper 34
Russian: courses (CLA) 180

s

Scholarship, Alton J Brann (CSM)..... 281
Scholarship, Litton Industries (CSM) 281
Scholarship Office 29
Scholarships..... 29
Science and Mathematics, College of 237
academic offerings 237
administrative officers 237
See also Liberal Arts and Science and Mathematics, Colleges of..... 63
Science, Technology, and Values: program of study (CLA)..... 220
Science, Technology, and Values: program of study (CSM) 290
Second UMass Boston undergraduate degree.....18, 355
Sexual harassment, university policies on 367
Social Psychology: program of study (CLA) 221
Sociology: department (CLA)..... 221
Spanish: major, minor in Department of Hispanic Studies 143
Standards, regulations, and procedures, university..... 353
Student Activities and Leadership, Office of..... 37
Student Activities, Department of 37
Student Conduct, Code of 361
Student employment 29, 39
Student Enrollment LEADERS Program..... 30
Student grievance procedure..... 365
Student Housing, Office of 39
Student right to excused absence because of religious belief 366
Student Support Services Program 34
Summer Sessions.....18, 43
Sweeney Scholarship Program (Stephen J Sweeney Scholarship Program)..... 29

t

Tanimoto, Taffee, Award for Service (CSM) 281
Teacher Education Program 61
Technical Writing (Computer Science): program of study (CLA)..... 229
Technical Writing (Computer Science): program of study (CSM) 291
Telephone directory 369
Theatre: program of study (CLA)..... 186
Training and Development: concentration (CPCS)..... 342
Transfer applicants..... 17
Transfer of credit..... 354
Transfer records 355
Trustees of the university..... 15
Tuition 20
payment 22
rates 20
refunds..... 22
surcharge 21
waivers..... 29
Tuition Advantage Program 18

u

Undergraduate Studies 46
University Advising Center..... 32
University Health Services 40
University Honors Program.....57, 70
University of Massachusetts Exchange Programs 33
Upward Bound College Preparatory Program..... 35
Upward Bound Program, Math Science..... 35
Urban Scholars Program 35

v

Ventresca Scholarship Program (Michael A Ventresca Scholarship Program) 30
Veterans Upward Bound Program..... 35
Vietnamese: courses (CLA)..... 181
Violations of academic honesty policy.... 362
Voluntary withdrawal..... 357

w

Weekend Program 43
Wellness Center..... 41
Winter Session..... 43
Withdrawal..... 359
Withdrawal, voluntary..... 357
Women's Studies: department (CLA)..... 230
Work-study..... 28
Writing proficiency requirement..... 65
WUMB Radio..... 39

y

Youth Work: concentration (CPCS) 342

UMass Boston Undergraduate Offerings

CM Accounting; see page 301

CLA Africana Studies; see page 75

CLA American Studies; see page 79

CLA Anthropology; see page 85

CLA Art; see page 94

CLA Art History; see page 94

CLA Asian American Studies; see page 104

CLA Asian Studies; see page 101

CSM Biobehavioral Studies; see pages 213, 229

CSM Biochemistry; see pages 240, 242

CSM Biology; see page 243

CSM Biology of Human Populations; see pages 109, 250

CSM Biotechnology; see page 243

CSM Chemistry; see page 251

CLA Chinese Language, Literature, and Film; see page 171

CLA Classical Languages; see page 110

CLA Classical Studies; see page 110

CLA Classics; see page 110

CLA/CSM Cognitive Science; see pages 212, 256

CLA Communication Studies; see page 116

CPCS Community Media and Technology; see page 338

CPCS Community Planning; see page 338

CPCS Community Studies; see page 338

CSM Computer Science; see page 257

CLA Creative Writing; see page 127

CLA Criminal Justice; see pages 118, 222

CLA Dance; see page 186

CLA Economics; see page 121

CSM Engineering; see page 262

CSM Engineering Physics; see page 264

CLA English; see page 126

CLA English as a Second Language; see pages 55, 142

CSM Environmental, Earth, and Ocean Sciences; see page 265

CSM Environmental Studies; see page 271

CLA Ethics and Social and Political Philosophy; see page 192

CNHS Exercise and Health Sciences; see page 325

CM Finance; see page 301

CLA First-year and Intermediate Seminars; see page 46

CNHS Fitness Instruction and Management; see page 326

CLA French; see page 169

CSM Geographic Information Technologies; see page 274

CPCS Gerontology; see page 339

CLA Greek; see page 110

CNHS Health Sciences; see page 326

CLA Hispanic Studies; see page 143

CLA History; see page 151

CLA History and Archaeology; see page 85

University Honors Program; see page 57

CPCS Human Development and Early Childhood Education; see page 340

CPCS Human Services; see page 339

CLA Humanities; see page 160

CSM Hydrogeology; see page 275

CLA/CSM Individual Majors; see page 70

CSM Information Technology; see page 276

CLA/CSM Interdisciplinary Studies; see page 279

CM International Management; see page 305

CLA International Relations; see page 161

CLA Irish Studies; see page 128

CLA Italian; see page 170

CLA Japanese Language and Literature; see page 178

CPCS Labor Studies; see page 341

CLA Language and Culture Courses in Arabic, German, Russian, and Vietnamese; see pages 169-181

CLA Latin; see page 110

CLA Latin American Studies; see page 163

CLA/CPCS Latino/Latina Studies; see page 167

CPCS Legal Education; see page 341

CM Management; see page 305

CPCS Management [Non-profit]; see page 341

CM Management Science and Information Systems; see page 309

CM Marketing; see page 305

CSM Mathematics; see page 280

CLA Music; see page 182

CNHS Nursing; see page 316

CNHS Nursing for RNs; see page 316

CM Operations Management Science; see page 309

CPCS Organizing; see page 342

CLA Performing Arts; see page 182

CLA Philosophy; see page 192

CLA Philosophy and Law; see pages 194, 201

CLA Philosophy and Public Policy; see page 193

CSM Physics; see page 285

CLA Political Science; see page 202

CLA Portuguese; see page 143

CSM Premedical Studies; see page 289

CLA Professional Writing; see page 127

CLA Psychology; see page 210

CLA Psychology and Sociology; see pages 210, 221

CLA/CSM Science, Technology, and Values; see pages 220, 290

CLA Sociology; see page 221

CLA Spanish; see page 143

GCE Teacher Education; see page 60

CLA/CSM Technical Writing; see pages 229, 291

CLA Theatre Arts; see page 186

CPCS Training and Development; see page 342

CLA Translation (Spanish-English); see page 143

CLA Women's Studies; see page 230

CPCS Youth Work; see page 342

This list is subject to change. It is neither a contract nor an offer to make a contract.

UMASS BOSTON

Apply online at **www.admissions.umb.edu.**

Enrollment Information Services
University of Massachusetts Boston
100 Morrissey Boulevard
Boston, Massachusetts 02125-3393

Telephone: **617.287.6000**
Internet: **www.umb.edu**

This publication is available in alternate format upon request.